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ABSTRACT

This research explores the interrelationships between the attitudinal variables of job satisfaction, professionalism, and collective negotiations within a cross-cultural context. Questionnaires were developed and sent to over 2,000 public school teachers and principals (primarily secondary school level) in the State of Washington and Sweden. Usable responses were received from 1,054 teachers and principals. The Porter and Lawler subtractive method of ascertaining attitudes was employed which allowed for analyzing need deficiency scores. Six major hypotheses were tested by means of correlation analysis and analysis of variance. The significant findings were: 1) a positive relationship between attitudes of Washington teachers and most demographic characteristics (age, sex, and amount of teaching experience particularly strong); 2) highly positive relationships between level of satisfaction with a global variable and specific responses to the other two variables (for all combinations of job satisfaction, professionalism, and collective negotiations); 3) significant differences between the Swedish and Washington secondary school teachers on need deficiency scores for approximately three-fourths of the questions; 4) significant differences between perception of teacher attitudes held by principals and the attitudes of secondary teachers themselves; and 5) compatability between collective negotiations and both professionalism and job satisfaction. A 59-item bibliography and appendixes are included. (Author)

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TEACHER ATTITUDES TOWARD PROFESSIONALISM, JOB SATISFACTION AND COLLECTIVE NEGOTIATIONS: A CROSS-CULTURAL STUDY

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PREFACE

Total credit for a research project can rarely be given to one individual and so it is with this project. Although the author takes credit or blame for the information contained herein, this project required the support of many individuals.

Appreciation is extended to the key officials of each of the four teacher and principal organizations for lending their support to the project. Special thanks are given to Dr. Robert Addington (Washington Education Association), Mr. Ross Rieder (Washington Federation of Teachers), and Mr. Olof Anveden (National Association of Swedish Secondary School Teachers). Without their support, the project could never have been undertaken.

To Charles Judy, many thanks are given for his insights and follow-up work on punching and analyzing the results. He was supportive in my efforts to re-analyze the data as new possibilities evolved.

TABLE OF CONTENTS

Page

PREFACE iii

LIST OF TABLES vii

LIST OF FIGURES viii

CHAPTERS

I. INTRODUCTION 1

- Problem 1
- Objectives 2
- Definition of Terms 4
- Organization of Report 6

II. THE CONCEPTUAL MODEL 7

- Demographic 9
- Culture 10
- Job Satisfaction 10
- Professionalism 12
- Collective Negotiations 13
- Other Variables Internal to the System 15
- External Forces 16
- Conclusion 17

III. METHODOLOGY 18

- Hypotheses 18
- Rationale for the Methodology 22
- Research Instruments 23
- Demographic Data 23
- Satisfaction Instrument 24
- Professionalism Instrument 24
- Collective Negotiations Instrument 24
- Summary Section 24
- Sample Population 24
- Data Collection 25
- Statistical Tests 26
- Sample Limitations 26
- Methodological Limitations 28
- Conclusion 28

TABLE OF CONTENTS (CONT.)

Page

IV. DATA ANALYSIS 29

Demographic and Background Characteristics 29
General Atitudinal Profile of Respondents 33
Hypothesis Testing 36

V. SUMMARY, CONCLUSIONS AND IMPLICATIONS OF RESEARCH . . 60

Summary of Findings 60
Conclusions 64
Implications for Educational Administration 68
Implications for Future Research 72

BIBLIOGRAPHY 75

APPENDIX A

Cover Letter and Questionnaire sent to Primary and Secondary School Teachers in Washington State 79

APPENDIX B

Cover Letter and Questionnaire sent to Secondary School Principals in Washington State 86

APPENDIX C

Cover Letter and Questionnaire sent to Secondary School Teachers in Sweden 93

APPENDIX D

Membership Data for Participating Organizations . . . 102

APPENDIX E

Mean Scores and Standard Deviations for Attitudes Toward Job Satisfaction, Professionalism and Collective Negotiations by Category of Responding Teachers in Washington State and Sweden 104

APPENDIX F

Mean Scores and Standard Deviations for Attitudes Toward Job Satisfaction, Professionalism and Collective Negotiations by Category of Responding Principal in Washington State and Sweden 111

TABLE OF CONTENTS (CONT.)

Page

APPENDIX G

Significant Correlation Coefficients Between Background and Demographic Characteristics of Responding Swedish Teachers and Specific Attitudes Toward Job Satisfaction, Professionalism and Collective Negotiations 116

APPENDIX H

Comparison of Swedish and Washington Secondary School Teachers Regarding Attitudes Toward Specific Elements of Job Satisfaction, Professionalism, and Collective Negotiations (Analysis of Variance 119

APPENDIX I

Comparison of Washington and Swedish Junior High School Teachers and Principals Regarding Attitudes Toward Specific Elements of Job Satisfaction, Professionalism, and Collective Negotiations (Analysis of Variance) 124

APPENDIX J

Comparison of Washington and Swedish Senior High School Teachers and Principals Regarding Attitudes Toward Specific Elements of Job Satisfaction, Professionalism, and Collective Negotiations (Analysis of Variance) 129

LIST OF TABLES

Page

1. Demographic Characteristics of Responding Teachers and Principals in Washington State, Sweden and Total Population 30

2. Average Mean Scores and Standard Deviations (By Category) for Attitudes Toward Job Satisfaction, Professionalism and Collective Negotiations (Washington and Swedish Teachers and Principals) 35

3. Significant Correlation Coefficients Between Background and Demographic Characteristics of Responding Washington Teachers and Specific Attitudes Toward Job Satisfaction, Professionalism and Collective Negotiations 37

4. Comparison Between High Satisfied vs. Low Satisfied Washington Teachers with Specific Elements of Professionalism and Collective Negotiations (Analysis of Variance) 44

5. Comparison Between High Professional vs. Low Professional (in Terms of Satisfaction with) Washington Teachers with Specific Elements of Job Satisfaction and Collective Negotiations (Analysis of Variance) 46

6. Comparison Between High vs. Low Satisfaction with Collective Negotiations Experience of Washington Teachers with Specific Elements of Job Satisfaction and Professionalism (Analysis of Variance) 48

7. Comparison of Washington and Swedish Junior High School Teachers with Regard to Need Deficiency Scores on Specific Elements of Job Satisfaction, Professionalism and Collective Negotiations (Analysis of Variance) 50

8. Comparison of Washington and Swedish Senior High School Teachers with Regard to Need Deficiency Scores on Specific Elements of Job Satisfaction, Professionalism and Collective Negotiations (Analysis of Variance) 52

LIST OF TABLES (CONT.)

Page

9. Comparison of Washington and Swedish Junior High School Teachers and Principals Scores for "What Is" Regarding Attitudes Toward Specific Elements of Job Satisfaction, Professionalism and Collective Negotiations (Analysis of Variance) 54

10. Comparison of Washington and Swedish Senior High School Teachers and Principals Scores for "What Is" Regarding Attitudes Toward Specific Elements of Job Satisfaction, Professionalism and Collective Negotiations (Analysis of Variance) 57

LIST OF FIGURES

1. Conceptual Model of Factors Relating to Teachers' Attitudes Toward Job Satisfaction, Professionalism and Collective Negotiations 8

CHAPTER ONE

INTRODUCTION

Previous research on teachers' attitudes has tended to concentrate on specific attitudes toward job satisfaction, professionalism, or collective negotiations. In so doing, such research largely has neglected the possibility that strong interrelationships might exist among these three variables. For instance, one might hypothesize that high teacher satisfaction and/or sense of professional image does not lead one to choose the route of collective negotiations. On the other hand, one might equally argue that collective negotiations are a means toward greater teacher satisfaction and/or professional image.

This chapter will focus on three principal areas. First, we shall focus upon the problem area itself, providing some rationale for this particular research study. Second, given the statement of the problem, certain objectives of the study will be stated as well as a general treatment of how the objective was reached. Finally, we will define the major variables and terms which are used in our research.

Problem

The purpose of this study is to provide a better understanding of the attitudes of school teachers, toward the areas of job satisfaction, professionalism and collective negotiations. Thus, we hope to test empirically the indications from our earlier research concerning the interrelationships existing between these three variables.[1]

This research is significant for a number of reasons. First, the experience of teachers' strikes in New York as well as in many other communities in the past few years suggests that teacher militancy may not be explained solely by the collective bargaining experience in the blue collar sector. For example, the New York teachers' strike in 1968 was not primarily a result of an impasse over salary negotiations. Rather, the issues centered upon teacher tenure, school decentralization and disciplinary complaints.[2]

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[1] Don Hellriegel, Wendell French and Richard Peterson, "Collective Negotiations and Teachers: A Behavioral Analysis," Industrial and Labor Relations Review, April 1970, pp. 380-396.

[2] Maurice Berube and Marilyn Gittell (Editors), Confrontations at Ocean Hill-Brownsille: The New York School Strikes of 1968. (New York: Frederick A. Praeger, 1969).

Secondly, there has been very little empirical research on the interrelationship of professionalism and job satisfaction to professional negotiations. If teacher organization for bargaining is seen as a symptom of dissatisfaction with job and professional status, then it is advisable that school administrations seek to improve the climate so as to enhance higher teacher satisfaction. On the other hand, the reality of the situation might require greater utilization of negotiations by teachers so as to protect their interests vis-à-vis the administration and the community.

Thirdly, are present teacher attitudes in the United States a phenomenon peculiar to our nation or might we find similar degrees of satisfaction or dissatisfaction in other industrialized nations as well? For example, is the greater interest in teacher bargaining in the United States in the past ten years explained by forces peculiar to our nation, or might it be a phenomenon of increased size and bureaucratization in areas throughout the industrialized world?

Finally, this research may provide some indications as to the effectiveness of communication channels between the principal and the teaching staff.[3] Are building principals cognizant of the level of teacher satisfaction with their jobs, the working conditions, and professional status? More specifically, is the principal aware of possible areas of discontent on the part of the instructional staff? Does he perceive the difficulties experienced by his teachers? Although our research cannot suggest easy solutions, if such problems exist, knowledge provides the first step toward rectification of the problem to the degree that the principal can, and will, respond effectively.

Objectives

Having raised some important questions for consideration, we now turn our attention to stating the primary objectives of this study as a means of responding to the questions raised above. The primary objectives are as follows:

1. Determine the attitudes of a random sample of public school teachers concerning the variables of professionalism, job satisfaction and professional or collective negotiations and the relationship of these attitudes to their socio-economic characteristics.

2. Determine the interrelationships between the variables of job satisfaction, professionalism, and collective negotiations.

---

[3] At present, one of our doctoral students is completing his dissertation on the issue of role ambiguity and conflict as perceived by public school principals in a large metropolitan school system.

Not only are we interested in the mean score for the specific elements of the variables of satisfaction, professionalism, and collective negotiations, but we also wish to determine direction of movement among the three variables. Do responding teachers perceive direct, inverse or no relationship between these major variables? Although the statistical tools do not allow us to determine causal relationships, movement of two variables in the same direction might suggest a coupling relationship.

3. Determine the applicability of our findings across cultures by means of statistically analyzing the responses of public school teachers in the United States (State of Washington) with their Swedish counterparts.

The question often arises as to the universality of attitudes across national boundaries. Do differing traditions and institutional settings materially affect the level of teacher responses to specific statements dealing with the three major variables in this study?

Why use Swedish teachers as the comparison group? Swedish teachers are chosen for several reasons. First, Sweden leads the world in the percentage of professional employees affiliated with an association bargaining with their government and private employers concerning salaries and working conditions. Secondly, collective bargaining has been used by Swedish teachers for over twenty-five years. Their longer experience with collective negotiations may suggest possible effects of bargaining on the variables of teacher satisfaction and professionalism. In the State of Washington, enabling legislation has only existed since 1965 and formal negotiations have been limited generally to the larger cities.

A third reason is that the National Association of Secondary School Teachers in Sweden provides a comparison group with affiliates of the National Education Association's and American Federation of Teachers in Washington State. By analyzing the results by organizational affiliation (Washington Education Association, Washington Federation of Teachers, and National Association of Secondary School Teachers), similarities and differences can be ascertained.

4. Compare the attitudes expressed by secondary school teachers with the perception of teacher attitudes held by principals in both countries to determine the degree of consistency or inconsistency in response.

The literature in role theory suggests that problems often arise because of differences in expectations held by the role incumbent and his supervisor. Previous research by Katz and Kahn[4] and others on role conflict and role ambiguity shows that these two parties often conflict in terms of their perceived expectations of role duties. To the degree that discrepancy exists for the role incumbent, reduced satisfaction is likely to result. We are interested in determining not only the possible congruence or incongruence in expectations but the degree to which the principals' perceptions on elements of these major variables equate with the teachers' attitudes.

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[4] Daniel Katz and Robert Kahn. The Social Psychology of Organizations. (New York: John Wiley & Sons, Inc., 1966) and Robert Kahn et.al. Organizational Stress: Studies in Role Conflict and Ambiguity. (New York: John Wiley & Sons, Inc., 1964).

Definition of Terms

Before proceeding further, it is advisable to define briefly the major variables used in this study as well as classifications of teachers and principals as used here.

Job satisfaction. Job satisfaction may be defined as the degree to which individual motives are gratified in a work situation. The term should be considered in a multi-dimensional way. In other words, no one factor "by itself" can produce a situation of high teacher satisfaction.[5] The level of satisfaction or dissatisfaction is specific to some facet of the job like salary, status, etc.

Satisfaction may be determined in one of two ways. First, the individual teacher may compare his or her situation with that of other teachers or non-teachers. Secondly, the teacher might compare the presence or absence of a particular element to an internalized measure of his own expectation of what should be. No doubt, most teachers are using both standards in determining their present level of consonance or dissonance with the particular element or issue.[6]

Professionalism. In reviewing the literature one is unable to find a widely accepted definition of this term. Therefore, we shall look at the various elements found in professional occupations such as: expertise in a systematic body of theory usually requiring extended education; right of the group (occupation incumbents) to determine competency and establish standards for entry; relative autonomy in performance of the function or role; an occupational code of ethics; the existence of a professional association; and a stronger emphasis on service rather than personal gain.

One of the difficulties in researching these two variables concerns some necessary overlap between them. It is doubtful that a respondent can clearly separate job satisfaction from professionalism.[7]

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[5] Charles E. Bidwell, "Administration and Teacher Satisfaction," The Phi Delta Kappan, April 1956, p. 286.

[6] Leon Festinger. A Theory of Cognitive Dissonance. (Evanston, Illinois: Row Peterson, 1965).

[7] Satisfaction with the job becomes integrated with professionalism in the sense that such factors as autonomy (professionalism) play an important role in affecting satisfaction with specific components of the job. This interconnection does not negate the factor that major differences exist between job satisfaction and professionalism.

Collective negotiations. Quite simply, collective negotiations may be defined as some method of formal bilateral determination of the employment relationship. Although the primary focus of collective negotiations for teachers is on improved salary and working conditions, it is not uncommon to find negotiators dealing with who should participate in decision-making as well. Representatives of the American Federation of Teachers have at times argued that negotiations may be a means for professionalizing the occupation. The National Education Association, on the other hand, has emphasized the need to professionalize first.

Having defined the major variables in the study, it will now prove helpful to explain briefly the characteristics of the respondent groupings of teachers and principals in the study. This explanation is particularly pertinent given some differences in the education systems of Sweden and the United States.

Primary school teacher. This classification refers to those teachers, counselors, or other instructional personnel at the Kindergarten through Sixth grade levels (Washington).

Junior high school teacher. This classification refers to those respondent teachers, counselors or other instructional personnel at the Seventh through Ninth grade levels (Washington). However, it should be mentioned that in a few cases the respondent was associated with a middle school.

Senior high school teacher. This classification refers to those teachers, counselors, or other instructional personnel at the Tenth through Twelfth grade levels (Washington). In a few cases the respondent was associated with a four year high school program.

Principal. This classification refers to those principals, vice principals, assistant principals,etc., who are responsible for the administration and operation of a particular school building or buildings at the junior high or senior high level of instruction in the State of Washington.

Adjunkt or lektor. These classifications refer to those personnel teaching primarily at the upper stage of the Comprehensive school (Seventh through Ninth grades) and/or in the Secondary school or Gymnasium in Sweden. Comparison between the Swedish and American school systems is somewhat difficult. However, generally speaking, the last three years of the comprehensive school may best be compared with a slightly upgraded junior high system in the States. Many Swedish educators would equate their gymnasium with the last two years of high school and first two years of college, but in terms of administration the gymnasium is considered pre-university level.

With regard to level or required education, the adjunkt must have the first university degree to teach at the advanced stages of the comprehensive school or gymnasium. The lektor must have an advanced degree and may even have the licentiate diploma which is somewhat comparable to the doctorate degree.

The researcher's original intent was to use Swedish teachers for the first six grades of comprehensive school as well. However, it was found that such teachers were trained, for the most part, in special teacher institutes not a part of the university system. Furthermore, such teachers were affiliated with another labor confederation.

Rektor. This classification is roughly comparable to the junior or senior high school principal in the State of Washington. Although the job duties of the rektor are comparable to our principals, educational decision-making is more centralized in Sweden than in the United States. The National Board of Education takes over many of the responsibilities normally found at the state and local levels in the United States. For that reason, several of the questions asked of the Washington respondents were dropped in the Swedish translation because the answer was already clear.

Organization of the Report

The purpose, significance, and objectives of the study have been outlined in this chapter. In addition, a brief definition of terms and concepts used throughout the study has been given to aid the reader in some fundamental understanding of how we are using the terms and concepts.

In Chapter II, a schematic diagram or model of the known variables is presented. The diagram or model is descriptive rather than predictive. Though we believe that the major factors have been included, the model may not be totally exhaustive of all key factors. Rather than provide the reader with a comprehensive review of the literature, pertinent literature will be presented with the discussion of the model.

Chapter III focuses upon the methodology used in the study. Origin and composition of sample populations, research instruments, hypotheses for testing, statistical tests, and limitations will be treated.

In Chapter IV, the results of the analysis are presented, including tabulation of respondent characteristics, mean level scores, and the testing of the five major hypotheses.

The final chapter reports the major findings of the study; discusses conclusions and operational implications for school administration; and suggests areas for further research effort.

CHAPTER TWO

THE CONCEPTUAL MODEL

It is helpful for the reader to have a visual presentation of the variables which relate to teachers' attitudes toward job satisfaction, professionalism, and collective negotiations and their interrelationships. For that reason, we have presented a systems model. This schematic model is descriptive, rather than predictive, in nature. Further empirical work is required before predictive relationships can be established, although suggested directions will be advanced in our treatment of the variables in the conceptual model.

Before presenting the model in Figure I, it is advisable to define briefly what we mean by "systems." A system is defined as "a set of components interacting with each other and a boundary which possesses the property of filtering both the kind and rate of flow of input and output to and from the system."[8] The typical systems model includes: (a) inputs to the system; (b) intervening variables; (c) outputs from the system; and (d) a feedback mechanism involving either the intervening variables or outputs back into the system. The feedback mechanism provides a dynamic rather than static process.

We now are ready to focus our attention upon the specific variables presented in Figure 1 below. The model itself is a modification of a model earlier developed by Hellriegel, French, and Peterson.[9] Wherein the earlier model was specifically directed at the effect of teacher satisfaction and professionalism on attitudes toward collective negotiations, this study emphasizes the interactions among all three of the major variables.

There are certain underlying assumptions of this conceptual model which should be stated. The first assumption is that attitudes can be measured fairly accurately. Second, such attitudes have some degree of permanency. In other words, a teacher's attitude toward a specific issue will remain rather constant over fairly long periods of time. Finally, such attitudes may, but do not necessarily, lead one to some action (bring into balance) where the attitude is of a dissonant nature.[10] We now shall refer to the variables in the model.

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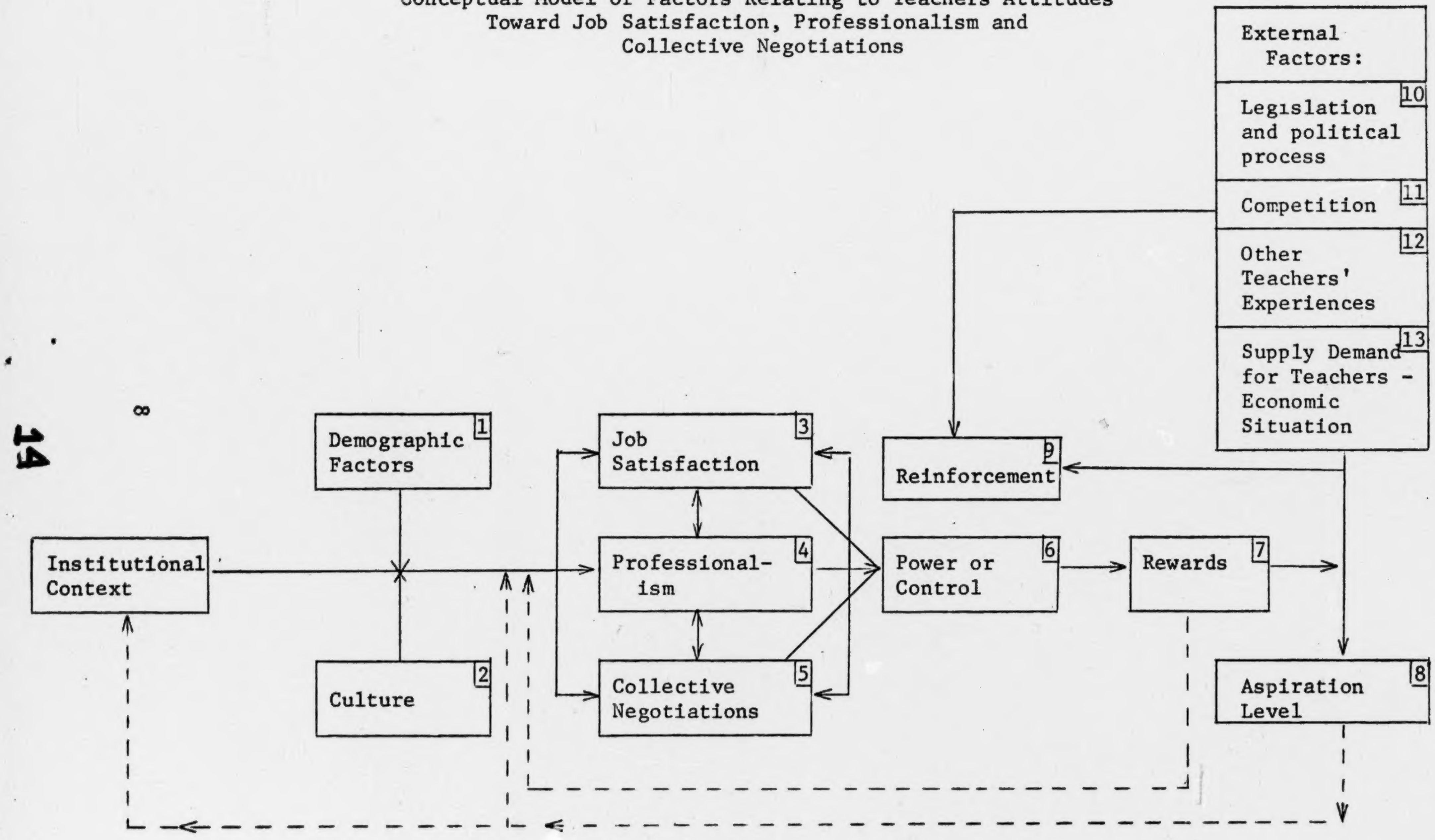
[8] Kenneth F. Berrien, General and Social Systems (New Brunswick, N.J.: Rutgers University Press, 1968), pp. 14-15.

[9] Hellriegel, French and Peterson, op. cit., p.382.

[10] *Ibid.*, p. 381.

Figure 1

Conceptual Model of Factors Relating to Teachers Attitudes Toward Job Satisfaction, Professionalism and Collective Negotiations


External Factors:
Legislation and political process
10
Competition
11
Other Teachers' Experiences
12
Supply Demand for Teachers - Economic Situation
13
Demographic Factors
1
Job Satisfaction
3
Reinforcement
9
Institutional Context
Professional-ism
4
Power or Control
6
Rewards
7
Culture
2
Collective Negotiations
5
Aspiration Level
8

Though not included as a variable for testing, the institutional context plays some role in explaining the formation of attitudes. For teachers, the specific school system and building in which they teach may be considered as the institutional context. Had we chosen to focus upon specific school systems in the two countries, we would have gathered such data as number of teachers, number of students, particular governing process, ratio of support personnel to instructional personnel, etc. Such data would have provided fairly hard measures of organizational structure. However, since we were using a wider sampling base for respondents, these data were not collected.

The first two variables may be considered as factors which help to explain possible differences in teacher attitudes toward job satisfaction, professionalism and collective negotiations. The demographic characteristics and particular culture of the teacher are the variables singled out for attention in this model.

Demographic

Past research has often focused upon the demographic factors (Variable 1) as playing some role in determining specific attitudes of particular respondents. For example, some of the literature on teachers has shown the following to be true: (a) teachers at the secondary school level are more professionally oriented than teachers at the primary school level; (b) older female teachers are more satisfied with their jobs than younger male teachers; and (c) younger male and female teachers at the secondary school level are more supportive of collective negotiations than are older male and female teachers at the elementary level.[11] Factor analyzing the results would likely show differential level of explanation for age, sex, and level of teaching, but all three of these factors seem to play a differentiating role on teacher attitudes.

The literature has suggested the following demographic factors as worthy of attention: level of teaching, sex, marital status, age, level of formal education, years of teaching experience, professional affiliation, occupational background of father, and early family background.

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[11] A number of reasons have been posited for these results. One reason that teachers at the secondary level might be more professionally oriented concerns the fact that many of these teachers are specialists in a particular area such as math, science, etc., and are therefore more commited to their field than primary school teachers, who teach many subjects. Secondly, male teachers, on the whole, have greater financial responsibilities and more career orientation, which might explain their greater pressure to change the system. Thirdly, younger teachers might be more supportive of collective bargaining because it is less foreign to them given the recent experiences in teacher negotiations throughout the United States. Finally, the older teachers may be more satisfied because time has allowed them to modify their original expectations in line with reality. The important point is that there is likely to be a strong interaction between satisfaction, professional role orientation, and negotiations so that one cannot easily explain cause and effect relationships.

Culture

Variable 2 denotes the role of culture as a possible explanation for differences in attitudes of teacher populations in two or more countries. Culture is defined as a set of shared beliefs and values. It is expected that differences in shared beliefs and values between two nations will play some role in the attitude formation of the respective teacher populations. The greater the difference in the cultural values, the more different one might expect the respective teachers' attitudes to be.[12]

Having presented the two intervening variables, we now turn our attention to the three major variables in our study, namely, job satisfaction, professionalism, and collective negotiations.

Job Satisfaction

Variable 3 refers to the perceived satisfactions or dissatisfactions by teachers with a number of elements of the institutional or environmental context within which they function. These elements of satisfaction include: rapport with principal, satisfaction with teaching, rapport among teachers, salary, class load, curriculum issues, status, community support for education, school facilities and services, and community pressures. Thereby, teacher satisfaction is viewed as a multidimensional concept. The model posits that differing levels of satisfaction will have differential effects on the other variables of professionalism and collective negotiations.

A vast number of studies have been done on various elements of teacher satisfaction at the different levels of public education both here in the United States and abroad. Our intention is to cite only a few of these studies. It should be noted that most of these studies have related job satisfaction to certain demographic characteristics.

---

[12] The comparative literature in both education and management argues in both directions. My own research on international chief executives supports both positions; namely, that there are both similarities and differences in attitudes across national boundaries. The problem is further complicated by the fact that differing cultural traditions result in differing institutional frameworks. Malinowski argues that institutions and culture are interrelated elements as shown by the following quote: "The real components of cultures . . . are the organized systems of human activities called institutions." See reference to Malinowski in Tony Bonaparte, "Management in the Cultural Setting," Advanced Management Journal, October 1966, p. 38.

Tobiason[13] developed an instrument called the Dissatisfaction Magnitude Scale to identify and measure dissatisfaction among public school teachers. He found there was a decrease in dissatisfaction with increasing age and that greater dissatisfaction was found by males than females in his sample. Furthermore, it was found that primary school teachers were less dissatisfied than secondary school teachers.

Bienenstock and Sayres[14] sought to identify and analyze factors relating to job satisfaction at the junior high school level in the State of New York. Based upon 1349 useable responses, they found that teacher dissatisfaction increased with age, family responsibility and experience. Their findings on age and experience run counter to most of the research.

Hellriegel, French and Peterson,[15] in a study of 335 senior high school teachers found that satisfaction with classroom teaching and community response were the most favorably viewed elements of their job. On the other hand, teachers were most dissatisfied with social status and salary.

The latter finding is not surprising. Corwin[16] and others have suggested that the status of the public school teacher in the United States has been unclear for some time. In terms of occupational rankings, the public school teacher has not been accorded the position to which he or she feels entitled.

Comparative salary data for teachers and other occupations requiring similar educational background for entry and advancement has shown the teacher to be less economically rewarded when compared to people with comparable educational background.[17]

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[13] John R. Tobiason, The Measurement of Teacher Dissatisfaction (unpublished doctoral dissertation, University of Washington, 1967). Also see Geraldine Evans and John Maas. Job Satisfaction and Teacher Militancy: Some Teacher Attitudes (Minneapolis: Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., 1969). The latter work specifically tests the Herzberg dual factor theory.

[14] T. Bienenstock and W. C. Sayres, Problems in Job Satisfaction Among Junior High School Teachers, ED 013245.

[15] Hellriegel, French, and Peterson, op. cit., pp. 390-391.

[16] See Ronald Corwin, A Sociology of Education: Emerging Patterns of Class, Status, and Power in the Public Schools (New York: Appleton-Century-Crofts, 1965), p. 218.

[17] See Leon H. Keyserling, Goals for Teachers' Salaries in Our Public Schools (Washington, D.C.: Conference on Economic Progress, December 1967), p. 27, and Erik Lindman, "Are Teacher Salaries Improving?" Phi Delta Kappan, April 1970, pp. 420-422.

Finally, research by Katz and Kahn[18] and Guba and Bidwell[19] stress the importance of congruency between: (a) expectations of the incumbent and of other parties toward incumbent's role; and (b) reference group expectations and incumbent's occupational experience.

Professionalism

The elements of professionalism have been defined in Chapter I. Although it is clear that public school teachers meet some of the requirements for professional status, we find that their role as employees hinders their possibilities for automony in the carrying out of their occupation. In fact, Phillips considers the lack of autonomy for teachers to be one of the most serious retarding forces toward professionalism.[20]

How do teachers view themselves? In a nationwide study of 1493 public school classroom teachers, approximately eighty percent of the respondents thought of teaching as a profession. On the other hand, approximately fourteen percent considered it as only a highly skilled occupation, and three percent viewed teaching as a technical occupation.[21]

Banks[22] suggests that sex plays an important role here. Given the fact that more than half of the public school teachers in the United States are women, and that women are less professionally oriented than their male counterparts, then teaching will move somewhat slowly toward professional status. However, where males constitute the majority of teachers, as in the Hellriegel, French and Peterson study at the senior high level, we find a moderately professional orientation.[23]

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[18] Daniel Katz and Robert Kahn, op. cit.

[19] Egon G. Guba and Charles E. Bidwell, Administrative Relationships: Teacher Satisfaction and Administrative Behavior (Chicago: The Midwest Administration Center, University of Chicago, 1957), pp. 63-74.

[20] Richard C. Phillips, "How Does Education Measure Up As a Professional" The High School Journal, January 1968, pp. 161-162.

[21] "Status of Teaching as a Vocation: Teacher Opinion Poll," NEA Journal, May 1964, p. 56.

[22] Olive Banks, The Sociology of Education (New York: Schocken Books, 1968), p. 163.

[23] Hellriegel, French and Peterson, op. cit., p. 391.

Professionalization itself presents some role conflict. The teacher's professional obligation binds him to the standards of the national association which is outside the community while strong internal and external pressures are exerted also for the teacher to meet his obligations to the students and the local community as clients. Corwin[24] suggests that there will be growing conflict between teachers and administrators as a result of these professional-employee conflicts. Specifically, professionalization will mean greater attempts by such employee to wrest greater power from these groups who have controlled the vocation. In this sense it is a militant process. One mechanism by which teachers may seek to wrest this power is through collective negotiations.

Collective Negotiations

The fifth variable in our model is collective negotiations. Although collective negotiations in American public education were rather dormant until 1962, events during the past nine years have indicated a growing use of negotiations by teacher groups in order to increase salaries, improve working conditions, and, in some cases, play some larger role in the decision-making process.

What reasons might explain this increased interest and participation by public school teachers in a system of formalized negotiations? First, the success of the United Federation of Teachers in New York suggested that hard bargaining resulted in favorable changes in pay, etc. Secondly, later success by the National Education and American Federation of Teachers were perceived by many teachers as enhancing the teaching field in numerous ways. For as Horvat states,

> Negotiation is a rapidly growing force in American education because it is a method by which teachers can gain some real control over decision-making in the schools. No longer can administrators and board members choose to, or afford to, reject out of hand or ignore the requests of teacher groups. Collective negotiation processes create political, psychological, and in some cases legal pressures which force boards and administrators to listen and respond to the demands of teachers of their districts.[25]

There also is another side to the issue. For many teachers collective bargaining is viewed as inimical to their responsibility to their pupils or to the profession itself. In fact, much of the past literature assumes that teachers' interests in enhancing their salary through collective negotiations is incompatible with the service function of a professional to provide quality education for his students.

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[24] Corwin, op. cit., p. 263. Also, see his articles "Militant Professionalism, Initiative and Compliance in Public Education," Sociology of Education, Summer 1965, pp. 310-331, and "Professional Person in Public Organizations," Educational Administrative Quarterly, Autumn 1965, pp. 1-22.

[25] John J. Horvat, "The Nature of Teacher Power and Teacher Attitudes Toward Certain Aspects of This Power," Theory into Practice, April 1968, pp. 53-54.

More recent literature suggests that there may be compatibility between professionalism and collective negotiations in the teaching field. Two approaches to such compatibility are taken. Corwin maintains that collective negotiations emerge, in part, as a consequence of growing professionalism[26] while MacGuigan contends that collective negotiations will lead to greater professionalism. MacGuigan's argument is as follows:

> ... the creation of a staff association for the purpose of collective bargaining will make professional employees more rather than less fully professional, for it will restore to them in some measure the independence and self-control of which they have been deprived by their status of employees.[27]

There has been a paucity of research dealing with the effects of collective negotiations in public education. However, a few empirical studies have been carried out in this field. Belasco and Alutto, in a study of nine school districts in upstate New York, found that collective bargaining was perceived by the teachers as increasing their role in the decision-making process.[28] In another study, Hellriegel, French and Peterson found indication that teachers were generally supportive of various dimensions of collective bargaining including a broad scope for negotiations, arbitration of disputes, teacher strikes and the negotiations process itself.[29]

The model posits that there will be a strong interaction between teacher attitudes toward job satisfaction, professionalism and collective negotiations. For example, if the teacher is extremely dissatisfied with salary and perceives low economic status as incongruent with strong professional orientation, then collective negotiations may be deemed as a positive action to correct the incongruence. This example is, of course, predicated on the assumption that the teacher wishes to remain in the teaching field and in his present position.

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[26] Corwin, A Sociology of Education.

[27] Mark R. MacGuigan, "Arguments For and Against Collective Bargaining by Professionals," in Collective Bargaining and the Professional Employee Conference Proceedings, John H. G. Crispo, editor (Toronto: Centre for Industrial Relations, 1966), p. 31.

[28] James Belasco and Joseph Alutto, "Organizational Impacts of Teacher Negotiations," Industrial Relations, October 1969, pp. 67-79.

[29] Hellriegel, French and Peterson, op. cit., pp. 391-392. Also, see Stephen Cole, "The Unionization of Teachers: Determinants of Rank-and-File Support," Sociology of Education, Winter 1968, pp. 66-87, and Alan Rosenthal, "The Strength of Teacher Organizations: Factors Influencing Membership in Two Large Cities," Sociology of Education, Fall 1966, pp. 359-380. These studies in New York City and Boston supported the more pro-union position of males, younger teachers and those teaching at the junior high level.

Other Variables Internal to the System

We now shift our attention to the outputs (both short- and long-term) or results in the model. The outputs are related both to the individual teacher and to the teaching staff as a whole.

Variable 6 refers to the relative power and control exerted by teachers vis-a-vis other power groups such as the school board, school administrators, students, and the community. It is assumed that the model is dynamic in the sense that imbalances always exist in terms of relative power and control of the various parties.

It is expected that, where teachers are highly satisfied with the various elements of their position and experience high professional status, their attitudes toward collective negotiations will be less supportive. However, if success in collective negotiations is perceived as strengthing teacher satisfaction and professional status, a more positive valence will be exhibited toward negotiations.

The past few years have shown strong indications that some teachers and their professional and/or union organizations have been willing to participate in the power game. For other teachers, however, confrontation may represent an undesirable alternative.

Variable 7 shows that as greater power and control are exerted by teachers, greater rewards are to be expected for teachers. Such rewards may include: higher relative and actual salary, greater autonomy in the position, higher occupational status, and greater influence in educational decision-making, or any combination of these factors. The model presents a feedback loop from the reward variable back into teacher attitudes toward job satisfaction, professionalism and collective negotiations.

Greater rewards for teachers are expected to: (a) lead to a higher aspiration level for the individual teacher and (b) provide reinforcement for behavior which has led to the greater rewards. Aspiration level (Variable 8) will likely increase, thus resulting in higher expectations of future rewards. One notes that there is a feedback loop from aspiration level to the attitude variables. What might have satisfied the teachers one year may not necessarily continue to fulfill their expectations at future points of time. Thus, aspiration level emphasizes the change element in the model.

Reinforcement (Variable 9), on the other hand, suggests a continuation of past policies and practices which have proven rewarding to the teachers in the past and therefore may be considered as maintaining the present system.

External Forces

Realistic models recognize that events external to the immediate environment also play an important role in understanding the dynamics of the system. Therefore, for understanding teachers' attitudes and behaviors one must add variables external to the specific school system which interact with the more internally based variables.

Legislation and the political process (Variable 10) not only play an important role in determining attitudes of teachers but operate as encouraging or inhibiting factors on the various parties in public education. For example, during the 1960's legislation in many states provided a means by which teachers might legally bargain with their respective school administrations. On the other hand, legislation can also act to restrain the parties by limiting the money available to the public schools or limiting the subjects over which the parties may negotiate. The temper of the legislature therefore may have an important effect on the attitudes of the teachers toward specific elements of satisfaction with the job, professionalism, and collective negotiations.

Competition (Variable 11) between various organizations representing the teacher is expected to play some role. For instance, in the United States many feel that the pressure of the American Federation of Teachers on the National Education Association in the 1960's partially explained the shift toward more militance by the latter organization, such as the use of sanctions in Utah and Florida and the removal of the no-strike pledge from their constitution in 1968.

The experiences of other teachers (Variable 12) are not insignificant in explaining attitudes and behaviors of teachers toward job satisfaction, professionalism and collective negotiations. The success of teachers in one area of the country are quickly communicated to teachers in other parts of the country through their teacher organizations and the daily press. If teachers in New York and Chicago are receiving large pay increase, this data will be used as support for teachers in other areas of the country.

Finally, we wish to add a new variable to our earlier model. Variable 13 denotes the role of supply-demand factors for teachers and is part of the overall economic situation at the time. During most of the post-War period the demand for teachers clearly outstripped the supply. This favorable supply-demand relationship for teachers no doubt provided more leverage for teachers and their organizations with regard to such issues as salary, class size, working conditions, etc.

However, during the past year or so conditions have changed. With the present recession, an oversupply of teachers in many communities, and growing reluctance of the taxpayer to pay the increasing bill for public education, teacher expectations and attitudes may change. Clearly, if teachers are being laid off, as they are in some parts of the country, some options may be closed to teachers in terms of methods of meeting their needs. Whether the results will be greater passivity or greater teacher militance cannot be deduced at this time.

Conclusion

In this chapter we have sought to present a dynamic model of the factors relating to teachers' attitudes toward job satisfaction, professionalism, and collective negotiations. In terms of the model, our study will focus only upon variables one through five. However, the reader should keep in mind the possible ramifications of the other cited variables.

CHAPTER THREE

METHODOLOGY

This chapter of the study will focus upon the research design and methodology utilized. We shall present: the major hypotheses to be tested, the rationale supporting the chosen methdology, the specific research instruments, the nature of the sample population including a brief discussion of the respective organizations, data collection procedures, statistical tools, and possible limitations of the study.

Hypotheses

A fairly considerable body of literature exists on teacher satisfaction *per se* or in relating teacher satisfaction with a number of demographic or socioeconomic variables. A somewhat smaller body of literature is found on professional attributes of the teaching field. Furthermore, a paucity of empirical work is found on relating teacher attitudes toward collective negotiations. Finally, with the exception of the Hellriegel, French and Peterson study, there has been no attempt to test the interrelationship concerning the variables of job satisfaction, professionalism and collective negotiations.[30]

In order to explore some of these variables in more depth, we have chosen six major hypotheses for testing. The first hypothesis has been tested in one way or another by earlier research studies. Hypotheses two through six, on the other hand, should be considered as more tentative in nature given the fact that they are being tested in this specific manner for the first time.

To carry out the objectives stated in Chapter I, the following five hypotheses are presented:

1.0 There will be significant differences in the attitudes of responding teachers toward job satisfaction, professionalism, and collective negotiations on the basis of demographic characteristics.

As mentioned earlier, previous research has found significant differences in teacher attitudes according to a number of demographic characteristics which will be tested separately.

2.0 Those teachers with high level of job satisfaction will be significantly less favorable toward collective negotiations than those teachers who have lower levels of job satisfaction.

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[30] Hellriegel, French and Peterson, op. cit.

This hypothesis is concerned with exploring the perceived relationship between the variables of job satisfaction and collective negotiations. We are arguing that highly satisfied teachers will see less need for collective negotiations than their less satisfied colleagues. According to this reasoning, interest in collective negotiations may represent an attempt by the respondent to correct dissonance regarding job satisfaction. If a low level of dissonance exists, then negotiations are considered unnecessary.[31]

3.0 Those teachers with high level of professionalism will be significantly less favorable toward collective negotiations than those teachers who perceive lower professional values in their position.

The descriptive and philosophical literature is somewhat contradictory with regard to the association between professionalism and collective negotiations. The earlier literature supported the position that professionalism and collective negotiations basically were incompatible. If one wished to be a professional, then he could not participate in collective negotiations. More recent literature by Corwin[32] and MacGuigan[33] raises serious questions with this position. The hypothesis is so stated as to test the earlier position.

4.0 Those teachers with high level of job satisfaction will be significantly more satisfied with the professional components of their position than those teachers with low job satisfaction.

There is a basic assumption that the variables of job satisfaction and professionalism move together and in the same direction. Since job satisfaction and professionalism are basic variables, one would expect that teachers would not have high job satisfaction without perceiving high professional fulfillment as well. However, if the teacher is highly satisfied with the job, but has low need for professional expectations to be met, this positive relationship might not hold.

5.0 There will be significant differences between the responses of American (State of Washington) secondary school teachers and Swedish secondary school teachers toward professionalism, job satisfaction, and collective negotiations (Need Deficiency Score).

This hypothesis includes only secondary school teachers inasmuch as differences in educational requirements in Sweden and the United States for primary school teachers do not allow comparability. Teachers in the State of Washington must have at least a bachelors degree while Swedish teachers at the primary level are required to complete only a program at one of the teacher training colleges.

As stated in an earlier chapter, the literature on culture provides an unclear picture. While some writers argue for similar attitudes of people in various countries with comparable industrialization, our research has suggested that different cultural traditions which result in different institutional forms bring about differing attitudes.

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[31] Festinger, op. cit.

[32] Corwin, The Sociology of Education.

[33] MacGuigan, op. cit., p. 31.

At this point, it is necessary to state that certain changes were made in the wording of hypotheses two through five prior to testing. In reviewing, the original statements for hypotheses 2, 3, and 4, it was noted that we had not provided for all of the possible comparisons between the variables of job satisfaction, professionalism and collective negotiations. To rectify this omission would have required the adding of three additional hypotheses. Parsimony suggested that all possible comparisons could be contained within three hypotheses if they were stated in a different manner.

Further reading suggested that re-wording of part of the hypothesis would allow us to test for consonance vs. dissonance between specific questions for two of the three variables compared with a composite score on the third additudinal variable to determine direction of movement. Finally, the re-phrasing of these three hypotheses clarified the point that the level of satisfaction or dissatisfaction with a variable would be determined by means of the need deficiency score (explained in Chapter Four).

Listed below are hypotheses 2, 3, and 4, as revised:

2.0 (Rev.) Those teachers with generally lower need deficiency scores for overall job satisfaction will also experience significantly lower need deficiency scores for specific statements regarding professionalism and collective negotiations than those teachers with higher need deficiency scores for job satisfaction.

3.0 (Rev.) Those teachers with generally lower need deficiency scores for overall professionalism will also experience significantly lower need deficiency scores for specific elements of job satisfaction and collective negotiations than those teachers with higher need deficiency scores for professionalism.

4.0 (Rev.) Those teachers with generally lower need deficiency scores for overall collective negotiations will also experience significantly lower need deficiency scores for specific elements of job satisfaction and professionalism than those teachers with higher need deficiency scores for collective negotiations.

Hypothesis five, as originally stated, did not make clear the manner in which we would test for attitudes of Swedish and Washington secondary school teachers. Since we were using the need deficiency scores for the preceeding three hypothesis, it was deemed advisable that comparison of the two national samples be consistent. Therefore, hypothesis five was re-worded as follows:

5.0 (Rev.) There will be significant differences between the responses of American (State of Washington) and Swedish secondary school teachers toward professionalism, job satisfaction, and collective negotiations as measured by the need deficiency score.

Separate testing of this hypothesis for junior high and senior high school teachers in the two countries was carried out on the assumption that consolidating these two groups of teachers might hide some major differences in attitudinal set.

The final hypothesis was concerned with measuring the attitudes of the secondary school teachers against the perceptions of attitudes of such teachers as held by secondary level principals.

6.0 There will be significant differences between the attitudes held by secondary school teachers and the perception of attitudes of secondary school teachers held by principals at the secondary level (Need Deficiency Score).

Like the preceding hypothesis, separate analysis was provided for both the junior and senior high levels.

It will be recalled that one definition of job satisfaction was the congruence between role expectations held by the employee and the expectations of the administration for the role incumbent. The literature in role ambiguity and role conflict suggests that the position one holds determines, in large part, how he sees the world. Using this reasoning, one would expect that the principal and secondary school teachers would not agree totally with each other because of their different role positions.

Rationale for the Methodology

Earlier empirical research on attitudes has used a variety of methodologies including the sending of questionnaires, interviews, observation, etc. Although observation and personal interviews have some notable advantages in terms of depth of analysis, time and cost restrictions usually result in a rather small sample population.

The field approach through use of questionnaires was used principally because: a) it would allow us to use a fairly large sample population; b) the cross-cultural nature of the study would result in prohibitive costs if interviews or observations were utilized; and c) the data would be amenable to statistical testing.

Having chosen the questionnaire route, the next question concerned the particular method of determining attitudes of the responding teachers. Our earlier research[34] had utilized a direct method of ascertaining teacher attitudes toward job satisfaction and a subtractive method for determining attitudes toward professionalism and collective negotiations. The direct method is illustrated by the following question: How satisfied are you with your salary? The subtractive method, on the other hand, might be stated as follows: My present position provides a reasonable salary. How much is there now? How much should there be? By subtracting how much should there be from how much is there, we arrive at a need satisfaction or deficiency score.[35]

We shall use the subtractive method in ascertaining attitudes of the responding teachers to specific elements of their job satisfaction, professionalism, and collective negotiations. Using the methodology developed by Porter and Lawler[36] we shall ask not only how much there should be, but will also determine how important the specific element is to the respondent.

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[34] Hellriegel, French and Peterson, op. cit.

[35] The rationale for using a subtractive approach over the direct approach is that the direct approach does not allow for comparing what is relative to the expectation level of the respondent. Furthermore, by exploring the felt importance of the issue to the respondent, it provides a means of prioritizing correctional action.

[36] Lyman Porter and Edward Lawler, Managerial Attitudes and Performance (Homewood: Richard D. Irwin, Inc., 1968) provides an example of research utilizing the subtractive approach.

Research Instruments

The material sent to the sample teacher and principal populations in the State of Washington and Sweden consisted of the following: a) a cover letter explaining the purpose of the research and asking the teacher or principal to participate in the study; and b) the questionnaire itself. Furthermore, the cover letter stated that the respective organizations encouraged participation. See Appendices A, B, and C for copies of the cover letters and questionnaires.

Both the cover letter and the questionnaire were translated into Swedish so as to provide greater participation and more assurance that the respondent thoroughly understood the nature of the study, the instructions, and the nature of the questions themselves.[37]

As a means of insuring that the meaning was not changed in translation, the cover letter and questionnaire were first translated from English to Swedish. Then, the translator orally translated the questionnaire back into English to the researcher to insure that the original meaning had not been misconstrued. This process resulted in the final translation.[38]

The questionnaire consisted of four major parts and an overall assessment of the relationships between variables in part five.

Demographic Data

Certain questions were asked of the responding teacher relative to his position, professional organizations, and demographic characteristics. Specifically, we asked about: level of teaching or principalship, sex, marital status, age, level of formal education, years of teaching experience, professional affiliation, occupational background of father, and early background. Most of these factors were used in our earlier study. However, the last two factors were added as a result of a communication with Professor Moore at the University of Houston.[39]

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[37] The translator, Dr. Karl-ivar Hildeman, is a Professor of Scandinavian Language and Literature of the University of Washington in addition to his teaching courses at one of the teacher training colleges in Stockholm part of the year. He is a native of Sweden with broad exposure to the education field in both countries.

[38] By having the opportunity for the translator to feedback the translation to the research there was insurance against a major limitation in cross-cultural research, namely that the translation changes the intent of the question.

[39] William J. Moore, "Comments on Collective Negotiations and Teachers: A Behavioral Approach," Industrial and Labor Relations Review. January 1971, pp. 249-257. Also see our retort on pp. 257-264.

Job Satisfaction Instrument

A series of ten questions was asked of each respondent relative to the major elements which constitute teacher satisfaction in the job. The specific dimensions are given in Chapter II. Each of the questions represents one of the dimensions used in the Purdue Teacher Opinionnaire which has been tested for reliability and validity on a number of occasions.[40] The length and cost of the Opinionnaire and the fact that translation would have been a major problem ruled out any thought of using the Opinionnaire itself.

Professionalism Instrument

A series of eight questions were asked of each respondent concerning the major characteristics of "professionalism" as cited in the literature on education. The specific elements of professionalism were cited in Chapter I. Our choice of characteristics was supported by the similarity of those characteristics to those elements used in Corwin's Teacher Orientation Survey.[41]

Collective or Professional Negotiations Instrument

This part of the questionnaire was developed to measure respondent attitudes toward specific dimensions of negotiations. The dimensions included effect of collective negotiations on: teacher salary, quality of education for students, professional status, administrators' acceptance of legitimacy of negotiations, the right to strike, binding arbitration, impact on decision-making process, and overall satisfaction with job.

Summary Section

The final section of the questionnaire was used: a) to provide an overall measure of the respondents' attitudes toward job satisfaction, professionalism, and collective negotiations; and b) to test for compatibility of the variables with each other as seen by the respondent. As such, these questions form a consistency check on the answers to the earlier questions which utilized the subtractive method.

Sample Population

Originally, our intention was to compare the responses of public school teachers in the United States and Sweden. However, in correspondence with the two national teachers organizations in the United States, it was found that this was not feasible. Heavy demands by researchers on both organizations in the past have caused the organizations to limit their national participation to a limited number of research studies. However, it was suggested that we contact their state affiliates. Fortunately, we were able to receive the support of both the Washington Education Association and the Washington Federation of Teachers.

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[40] The Purdue Teacher Opinionnaire has evidenced both high validity and reliability in a number of situations. For documentation see Ralph R. Bently and Averno Rempel. The Purdue Teacher Opinionnaire (West Lafayette: Purdue Research Foundation, 1967). See particularly pp. 4, 5, and 8.

[41] See Ronald Corwin, Staff Conflicts in the Public Schools, Cooperative Research Project No. 2637, Department of Sociology and Anthropology, The Ohio State University, 1966.

In the case of Sweden, we were able to receive the approval of the Swedish Association of Secondary School Teachers, and through them the Swedish Rektors or Headmasters Association.

The teacher sample population consisted of a sample of teachers at the primary, junior high, and senior high levels in the State of Washington and their equivalent group of teachers throughout Sweden at the secondary level only.

The principal sample population represented only those principals, vice principals, and assistant principals at the junior and senior high schools levels in the State of Washington. The sample population in Sweden represented those rektors responsible for administration of the last three years of Comprehensive School and the Gymnasium. See Appendix D for membership of participating organizations.

Data Collection

The cover letter and questionnaire was sent to a random sample of teachers and principals (rektors) drawn from the participating organizations. In terms of sampling, the Washington Education Association and the National Association of Secondary School Teachers utilized the computer to determine the random sampling while the other two organizations made random samplings by choosing every so-many people on their membership lists.

There were 2,200 questionnaires sent out to teachers and principals. Listed below are the number of questionnaires sent out by organization:

1. Washington Education Association - 1,200 teachers and 200 principals.

2. Washington Federation of Teachers - 200 teachers.

3. National Association of Secondary School Teachers - 500 teachers.

4. Swedish Rektors Association - 100 rektors.

In the case of the State of Washington sample, the questionnaires were mailed out by the two participating organizations including a business reply envelope for return. The returns were addressed to the researcher so as to maintain the confidentiality of the participating teachers and principals.

For the Swedish sample, the questionnaires were sent out by the two organizations. The responses were mailed back to the National Association of Secondary School Teachers who forwarded the questionnaires to the researcher. There were no follow up letters sent to the sample populations in either country.

Statistical Tests

A number of statistical tests were utilized in this study in order to provide: (a) tabulation of demographic characteristics of the responding sample populations; (b) mean scores and standard deviations for the responding sample populations; and (c) testing of the specific hypotheses.

The statistical tests used were the Pearson Product-Moment Correlation and analysis of variance (F test). In addition, a simple data description program was employed for determining characteristics of the respondents and mean scores and standard deviations.

Biomedical Computer Programs and the Statistical Package for the Social Sciences (SPSS) were utilized to facilitate analysis of the data. For testing the specific hypothesis, it was deemed advisable to accept the alternate hypothesis only if the score were significant at the .05 level of significance or greater. In so doing, we could feel more comfortable with our findings given the fact that in at least 95% of the cases the score would not have been a result of chance.

Sample Limitations

Five limitations should be noted regarding the sample population. First, by limiting the American part of the study to teachers and principals in the State of Washington, we are unable to generalize our findings to the entire United States. However, an argument could be made that the State of Washington is typical of many states with a few larger cities interspersed within a basically more rural background. The group of teachers and principals missing from this study are in the very large cities like New York, Chicago, Los Angeles, etc., which are located in the more industrialized Middle West and Northeast.

The percentage of total membership approached in this study represents a second limitation. Although we sent questionnaires to approximately 20% of the public school teachers (below college) belonging to the Washington Federation of Teachers, the percentage for the Washington Education Association (WEA) and the Swedish associations was less than ten percent. However, random sampling should have resulted in a sample population fairly typical of the entire membership.

A third limitation related to the comparability of the teacher populations in the two countries. Although the Swedish school system has become more similar to ours since its reorganization in 1965-66, Swedish students' six years of schooling prior to entering the university are not directly comparable in terms of subject matter and level to the pre-college education of an American student.

Another limitation is the representativeness of the responding teachers and principals according to socio-economic background and way in which they might answer the questions. The organizations participating in the study could not provide the demographic characteristics of the total membership; thus, we are unable to determine whether our respondents were typical of the respective association memberships.

The final limitation concerning the sample population relates to the timing of the study and its effects on respondents' answers. The questionnaires were sent out to the teachers and principals affiliated with the Washington Education Association during the latter part of April 1971. During this time there was considerable news coverage concerning the school levies and the effect of the poor economic conditions in the State upon such passage. The Washington Federation of Teachers (WFT) sample received the questionnaires during the middle of May and shortly after a suborganization had lost a representation election to WEA in Seattle. Finally, the attitudes of the sample Swedish teachers and rektors might have been affected by the strike and lockout in the public section in February-March 1971 when they answered the questionnaire in late May.[42]

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[42] No reported strikes have taken place in the State of Washington since the Professional Negotiation Act was instituted in that state in 1965. On the other hand, Swedish teachers have participated in two strikes and lockouts since governmental employees were given the right to strike in January 1966. Both strikes were based upon the position of the Swedish Association of Professional Employees (SAC)) and their affiliates that academically trained employees were being discriminated against on salary improvements vis-a-vis industrial workers. For specifics, see Everett Kassalow, "Professional Unionism in Sweden," Industrial Relations, February 1969, pp. 119-134; Boyd Hight, "Teachers' Bargaining and Strikes: Perspective from the Swedish Experience," UCLA Law Review, Volume 15, 1967-1968, pp. 840-876; and "Government Lockouts, Strikes Disrupt Sweden," Seattle Times, February 21, 1971, p. A-16.

Methodological Limitations

There are three principal methodological limitations to this study. First, is the subtractive method most appropriate for measuring attitudes? Although much research has been done utilizing the subtractive method, some questions still remain. Specifically, when the respondent is asked how much should there be, is he really using a base of an ideal position, a moral position, or a realistic position?

Secondly, given the nature of the field study and the statistical tools used, we can only suggest associations between the variables. No causal relationship can be ascertained.

The final limitation concerns our totaling of the mean scores for the various elements within the variables of job satisfaction, professionalism, and collective negotiations when testing some of the relationships. There is an implicit position that each of the elements has equal weighting in determining overall attitude. Realistically, the importance of specific elements will differ with the respondent. In this regard, seven questions had to be dropped from the Swedish questionnaire as legal restrictions in Sweden made the answers superfluous. To have left the questions in the instrument would have made the instrument less creditable to the Swedish audiences.

Conclusion

Having discussed the methodology and research design as well as the statistical tools employed and certain limitations, we are now in a position to analyze the data in the following chapter.

CHAPTER FOUR

DATA ANALYSIS

This chapter will be divided into several sections. First, we shall focus upon the background and demographic characteristics of the responding teacher and principal populations, pointing out similarities and differences among the four sub-populations. Secondly, some general comments will be made regarding overall scores for the four sub-groupings with no attempt to provide statistical testing of possible differences. Finally, the major portion of this chapter will be devoted to reporting the results of the statistical testing of the various hypotheses.

Demographic and Background Characteristics

In all, 2200 questionnaires were distributed to teachers and principals in the State of Washington and in Sweden. Usable responses were received from 1054 people for an overall response rate of 48%.

With regard to the teacher samples, the Swedish response of 308 (61.9%) was better than for the teachers in Washington State, 568 (47.4%). A possible explanation for this discrepancy is the wide use of questionnaire surveys in American public education which many teachers may tire of answering. Another possible explanation might relate to the economic difficulties experienced by Washington State which particularly affected teachers at a time when the demand for teachers had slackened considerably. This state of general discouragement might have brought about a sense of frustration and unconcern.

The Swedish and Washington principals had a higher response rate than the teachers, with 63 (63%) of the Swedish and 115 (57.7%) of the Washington principals responding. The higher response of principals might have been occasioned by their greater receptivity to research studies, based on their generally higher level of education than teachers.

Each of the four sub-groupings could be characterized in the following manner based upon Table 1.

1. Washington teacher: She was married, between the ages of 35-44, and teaching at the elementary level. She has had less than 10 years of teaching experience and was affiliated with the NEA. She might have been raised in an urban or rural environment. Her father was likely to have been employed in a manual occupation. She had at least a bachelor's degree.

2. Swedish teacher: He was married, between the ages of 35-44, with less than 10 years teaching experience. He had the first university degree and taught either at the junior or senior high level.[43] His childhood background was in the city, and his father was most apt to be a manual worker.

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[43] From this point forward, the last three years of grundskolan will be considered as junior high and gymnasium as senior high. The researcher is aware that one cannot totally equate the educational systems of Sweden and the U.S.

TABLE 1

Demographic Characteristics of Responding Teachers and Principals in Washington State, Sweden, and Total Pupulations

Level of Teaching	Washington Teachers (N=569)	Swedish Teachers (N=309)	Washington Principals (N=115)	Swedish Principals (N=63)	Total Respondents
Primary (1-6 grades)	250				250
Secondary (7-9 grades)	137	148			285
Secondary (10-12 grades)	181	160			341
					876
Level of Principal					
Secondary (7-9 grades)			45	32	77
Secondary (10-12 grades)			70	31	101
					178
Sex					
Male	244	179	107	56	586
Female	325	130	8	6	469
					1055
Marital Status					
Single, Divorced, Separated, Widowed	148	76	9	4	237
Married	419	232	106	58	815
					1052
Age of Responding Teachers					
Up to 25 years old	75	8	4	0	87

	Washington Teachers (N=569)	Swedish Teachers (N=309)	Washington Principals (N=115)	Swedish Principals (N=63)	Total Respondents
Age of Responding Teachers					
25 - 34 years old	188	131	16	5	340
35 - 44 years old	118	95	42	20	275
45 - 54 years old	117	46	34	19	216
55 - 64 years old	69	27	18	18	132
65 years old and above	1	2	0	1	4
					1054
Years of Teaching Experience					
Less than 5 years	172	90	8	0	270
5 to 9 yeras	133	78	16	4	231
10 or more years	264	141	91	59	555
					1056
Professional Affiliation					
National Education Association	495		106		601
American Federation of Teachers	60		2		62
Both NEA and AFT	14		2		16
National Association of Secondary School Teachers		305			305
Swedish Association of Head Teachers				63	63
					1047
Father's Occupational Background					
Unskilled, Semi-Skilled or Skilled	277	117	61	21	476

	Washington Teachers (N=569)	Swedish Teachers (N=309)	Washington Principals (N=115)	Swedish Principals (N=63)	Total Respondents
Clerical	28	62	9	13	112
Technical or Professional	141	55	22	11	229
Managerial or Executive	93	40	15	9	147
					964
Early Childhood Background					
Urban	290	172	47	30	539
Rural	279	136	68	32	515
					1054
Level of Formal Higher Education					
Less than first university degree	4	32	2	32	70
First university degree (Bachelors)	326	254	15	27	622
Advanced university degree (Masters, Doctoral, or equivalent)	236	19	98	3	356
					1048

3. Washington principal: He was most likely a principal of a senior high school, between the ages of 35-44, and had over 10 years experience in the education field. He was likely to have an advanced degree (Masters or Ph.D.) and belonged to the NEA. He was married with a rural childhood background, and his father had been in some type of manual employment.

4. Swedish principal: He might have administered a junior or senior high school, had more than 10 years of experience in education, and had less than the first university degree. He was married and between the ages of 45-54. He might have been raised in the country or city, and his father was in a manual occupation. He belonged to the Swedish Association of Headmasters.

If we could draw some general characteristics from the four profiles, the composite picture would show the following attributes of our respondents. The respondent was a male. Only in the Washington teacher sample did we find women predominant. If the primary grade teachers were dropped (non-comparison group), men would also dominate that sub-grouping.

The principal was likely to be somewhat older than the members of the instructional staff. This finding is not surprising given their generally higher number of years of schooling and their previous teaching experience in most cases. The Swedish and Washington principals were also more likely to have been in the teaching field for a longer period of time which again is not surprising. The principalship is considered by some as a promotion.

If we eliminated the primary school teachers in Washington, we would find a slight favoring of the senior high level for both principals and teachers. With the exception of the Swedish principals, the vast majority of respondents had at least their first university degree.

It was also found that in the majority of cases, the respondent's father was or had been employed in a manual (unskilled, semi-skilled, or skilled) occupation. Finally, the respondent was slightly more likely to have had his childhood upbringing in the city. Generally, we found only minor variations across sub-groups.

We had hoped to compare the demographic characteristics of our respondents to the total membership of their constituent organization. Unfortunately, this information was unavailable. Comparison of the Washington teacher sample to a national survey showed similar profiles.[44]

General Attitudinal Profile of Respondents

How can one characterize the overall attitudes of the four sub-groups with regard to the categories of job satisfaction, professionalism, and collective negotiations? Table 2 reports what is, what should be, and felt level of importance for each of the categories.

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[44] National Education Association (Research Division), The American Public School Teacher, 1965-1966, page 58. In this report it was found that the typical secondary school teacher was likely to be male, 33 years old, teaching at the senior high level with at least his bachelors degree and 7 years of teaching experience.

It can be seen that each of the four groups report moderately positive scores on overall job satisfaction.[45] The Swedish teachers are generally more satisfied than the Washington teachers. Furthermore, principals' perceptions of teachers' attitudes are quite consistent with teachers' attitudes themselves. Washington teachers have a somewhat higher need deficiency score than their Swedish counterparts. The Washington teachers also give slightly more importance to job satisfaction than the Swedish teachers. Finally, both groups of principals believe that teachers placed less importance on overall satisfaction than the teachers themselves actually did.

With regard to professionalism, neither teacher group is overly satisfied with the present climate for professionalism in their positions. The Swedish teachers fall in the neutral category while the Washington teachers are only slightly positive. Teacher expectations of professional climate were not as high as for job satisfaction. Swedish teachers exhibited a higher level of need deficiency although Washington teachers placed more overall importance on the subject.

Before commenting upon attitudes dealing with collective negotiations, the reader is reminded that the Swedish respondents only answered three of the eight questions. Therefore, the overall average is somewhat misleading. With this prior caution, we note that the Washington responses fell in the neutral range while the attitudes of the Swedish respondents were rather negative. By noting "what should be," we find considerable disparity (need deficiency) in terms of positive effects of collective negotiations. The importance attached to collective negotiations for the Washington respondents is somewhat less than that accorded either professionalism or job satisfaction. However, for the Swedish respondents collective negotiations has priority over professionalism.

Based upon earlier studies, it might be surmised that attitudes of teachers in Washington might be more critical (negative) if the primary teachers were dropped from the sample for each of the three attitudinal categories. This argument holds true for professionalism. Unfortunately, the dropping of some questions for job satisfaction and collective negotiations for secondary teacher comparison does not allow such analysis of those categories.

The means and standard deviations for the four sub-groups (Washington teachers, Washington principals, Swedish teachers, Swedish principals) by question may be found in Appendices E and F. A summary of the extreme mean scores for teachers by category of attitude and level of question is included after the tables for Appendix E.

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[45] For the purpose of this report a score of 3.5 to 4.5 is interpreted as falling into the neutral category. Scores lower than 2.5 or higher than 5.5 are translated as highly dissatisfied or satisfied, and the intermediate ranges as moderately satisfied or dissatisfied.

TABLE 2

Average Mean Score and Standard Deviations (By Category) for Attitudes Toward Job Satisfaction, Professionalism and Collective Negotiations (Washington and Swedish Teachers and Principals)

Attitudinal Category	(N=569) Washington Teachers		(N=115) Washington Principals		(N=309) Swedish Teachers		(N=63) Swedish Principals	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Job Satisfaction								
What is	4.7866	.9602	4.6748	1.3227	5.2399[a]	.9057	5.2361[a]	.7436
What should be	6.0258	.7240	5.5287	1.4601	6.2039	.9850	6.1012	.5549
Impprtance	5.8142	.7982	5.4348	1.4847	5.7569	.9813	5.4345	.6727
Professionalism								
What is	4.6090	1.0428	4.7065	1.4479	4.4333	.9580	4.7361	.9914
What should be	5.7660	.8765	5.5533	1.5472	5.7775	1.0344	5.7242	.9688
Importance	5.6195	.9362	5.4967	1.5713	5.3617	1.0507	5.2679	.9865
Collective Negotiations								
What is	3.5336	1.2937	3.7152	1.1817	2.9558[b]	1.4909	3.4815[b]	1.6382
What should be	5.3994	1.1733	4.6630	1.4332	6.0680	1.3315	5.9894	1.1823
Importance	5.2557	1.2289	4.7163	1.5353	5.4811	1.4570	5.3545	1.2032

[a] Based upon only 8 of the 10 questions used in the Washington survey

[b] Based upon only 3 of the 8 questions used in the Washington survey

Having provided this overall profile, we are now ready to test the various hypotheses by means of computer programs.[46]

Hypothesis Testing

Six major hypotheses were tested in order to ascertain the interrelationship between teacher attitudes toward job satisfaction, professionalism, and collective negotiations. Each of the hypotheses was stated in the predicted way, even though the statistical testing utilized the null form of the hypothesis.

The first hypothesis was principally concerned with possible effects of demographic characteristics on attitude formation. Specifically, we hypothesized:

> 1.0 There will be significant differences in the attitudes of responding teachers toward job satisfaction, professionalism, and collective negotiations on the basis of demographic characteristics.

The Pearson product-moment correlation was employed to test possible differences in both the Washington and Swedish samples of teachers. Our discussion will be limited to the Washington respondents inasmuch as all questions were utilized in their questionnaire. The correlations for the Swedish respondents is found in Appendix G.

Table 3 reports the significant correlation coefficients between the statement - "How much is there?" - and certain demographic characteristics of the responding Washington teacher. At least one significant correlation was noted for all but two of the thirty-four questions. Only in the questions dealing with degree of autonomy (#40) and right of teachers to strike (#76) were no significant differences found. A possible explanation in the latter case is that Washington law prohibits strikes by teachers and therefore one would not expect differences.[47]

It should be noted that no significant correlations were found for childhood background or father's occupation, both of which were optional questions for the respondent. Since the majority of teachers provided this data, it would seem that these factors play an unimportant role in explaining attitudes in this study. However, we cannot totally discount these characteristics as one or two significant correlations were found for the Swedish teachers.

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[46] The SPSS sub-program for Pearson product-moment correlation was employed for teaching hypothesis one. See Norman Nie, Dale Bent, and C. Hadlai Hull, Statistical Package for the Social Sciences (New York: McGraw-Hill, 1970), page 145. For tabulation, analysis of variance, and stepwise regression, the Biomedical computer programs were utilized. See W.J. Dickson, Biomedical Computer Programs (Berkeley: University of California Press, 1970), pp. 42, 486, and 180.

[47] Surprisingly, the mean score for this question did not support the legal prohibition of teacher strikes.

TABLE 3

Significant Correlation Coefficients Between Background and Demographic Characteristics of Responding Washington Teachers and Specific Attitudes Toward Job Satisfaction, Professionalism and Collective Negotiations (N = 569)

Statement Attitude Toward (How much is there?)	Level	Sex	Marital Status	Age	Education	Experience	Prof. Affiliation
Job Satisfaction							
10 Rapport with Principal		.0825*		.1331**		.1311**	-.1579***
13 Satisfying Teaching Experience	.1417***	.0864*		.1346**		.1419***	-.1359**
16 Rapport Among Teachers	.0852*			.1067*			
19 Reasonable Salary		.2552***		.2862***	.0910*	.2317***	
22 Reasonable Work Load							-.0886*
25 Influence on Curriculum					.0836*		
28 Reasonable Occupational Status		.1638***	.0954*	.1636***		.1294**	
31 Favorable Community Support			.1038*	.1178**			
34 Favorable School Facilities and Services	.1420***	.1322 **		.0879*			

	Level	Sex	Marital Status	Age	Education	Experience	Prof. Affiliation
37 Protection from Undue Pressure	.0953*	.0853*		.1395***		.1285**	-.1113**
Professionalism							
40 Degree of Autonomy							
43 Decision-Making Power in Classroom Instruction		.0897					-.0879*
46 School Administration Support for Entrance Standards		.1275**					
49 School Administration Support for Professional Development		.0837*					
52 School Administration Support for Partic. in Professional Association				.1378***		.1570***	
55 Client Orientation Toward Student (Pupil)	.1763***	.1243**		.0835*		.1052*	-.1059*

	Level	Sex	Marital Status	Age	Education	Experience	Prof. Affiliation
58 Encouragement of Collegiality	$.1690^{***}$	$.1718^{***}$					$-.0856^{*}$
61 Attention Upon Professional Standards of Performance	$.1836^{***}$	$.1780^{***}$					
Collective or Professional Negotiations (effect of Negotiations upon)							
64 Salaries for Teachers		$.1650^{***}$		$.1873^{***}$		$.2093^{***}$	$-.1152^{**}$
67 Quality of Education	$.1518^{***}$	$.1398^{***}$		$.0861^{*}$			$-.1163^{**}$
70 Enhanced Professional Status of Teaching	$.1343^{**}$	$.1690^{***}$		$.0877^{*}$			$-.0945^{*}$
73 School Administration Recognizes Legitimacy of Negotiations		$.0971^{*}$		$.0886^{*}$			$-.1096^{**}$
76 Rights of Teachers to Strike							
79 Binding Arbitration as Instrument				$-.1398^{***}$		$-.0872^{*}$	

	Level	Sex	Marital Status	Age	Education	Experience	Prof. Affiliation
82 Greater Participation in Decisions			.1058*				-.1023*
85 Overall Increase in Satisfaction		.0967*				.0906*	-.1185**
Overall Remarks							
88 Satisfaction with Present Teaching Position	.1375**	.1594***		.1343**		.1586***	-.1137**
89 Opportunities for Meeting Professional Expectations	.1598***	.1400***	.0999*	.1698***		.1937***	-.1022*
90 Contentment with Salary and Working Conditions	.1298**	.2569***		.1971***		.1574***	-.1831***
91 High Professionalism Compatible with Negotiations							.1126**
92 High Level of Job Satisfaction Compatible with Negotiations		-.0911*	.0840*				.0895*

	Level	Sex	Marital Status	Age	Education	Experience	Prof. Affiliation
Average Total Score							
Job Satisfaction	.1184**	.1564***	.0938*	.2204***		.1808***	-.1452***
Professionalism	.1508***	.1924***		.0872*			-.1023*
Collective Negotiations	.0891*	.1434***	.0901*				-.1028*

* Significant at .05 level

** Significant at .01 level

*** Significant at .001 level

There were no statistically significant relationships for occupational or childhood background.

Sex, age, and professional affiliation provided the largest number of significant correlations while level of teaching and teaching experience were also important. In summarizing the correlation coefficients for the individual questions, we found significant differences for at least one-half of the questions in each of the categories in the following instances:

1. There were positive correlations between age, sex, and teaching experience and level of agreement with the statements dealing with job satisfaction.

    a. Older teachers were generally more satisfied with their jobs than younger teachers.

    b. Women experienced more job satisfaction than men.

    c. More experienced teachers were more satisfied than less experienced teachers.

2. There was quite a positive relationship between sex and favorable professional climate. Women generally viewed the climate in a more favorable way than men teachers. Lower professional expectations might explain this difference.

3. There were positive relationships between sex and age and responses to the statements on collective negotiations. On the other hand, a negative relationship was found for professional affiliation.

    a. Women expressed more favorable views with regard to the statements than men, as did older teachers in comparison to their younger colleagues.

    b. Those teachers belonging to the American Federation of Teachers were less positive than teachers belonging to the National Education Association. Furthermore, those teachers with dual affiliation were the most critical.

The correlation coefficients between mean scores by category and demographic characteristics provide overall summaries. We found positive correlations for professional affiliation for each of the three attitudinal categories. The job satisfaction category provided the largest number of significant relationships. Only for level of education did we find no significant relationship.

In conclusion, it may be said that the null hypothesis is rejected and the alternate hypothesis is accepted. Certain demographic characteristics do, in fact, differentiate attitudinal responses by teachers. Had we analyzed the sections of each question dealing with "what should be" and "importance," similar findings could be expected.

The next three hypotheses were concerned with testing the interrelationships between the attitudinal categories. Specifically, we were interested in differentiating attitudinal responses between teachers exhibiting high versus low levels of satisfaction with one of the three attitudinal categories. It was found that the original hypotheses would require revision to allow for testing each comparison. For that reason, these hypotheses were restated before testing the results.

Rather than test each of the sub-parts of the questions, primary attention was given to testing the need deficiency scores for the questions. Two arguments are put forward for this approach. First, previous research by Porter, Lawler, and others argues for the preferability of this method as an alternative to the direct method. Secondly, the level of felt satisfaction is not as important as the perceived difference between "what is" and "what should be." According to this position, a teacher may experience more dissatisfaction with the first alternative than the second alternative shown below (using a 7-point scale with 1 representing minimal level and 7 maximum level of existence in the teaching position), even though the comparable scores are higher.

Teacher A -	what is	5
	what should be	7
		-2
Teacher B -	what is	4
	what should be	5
		-1

If the expectations are higher for the first teacher than the second teacher, then the level dissatisfaction (felt need deficiency) will also be higher for the first individual.

How did we determine the breakdown between high and low need deficiency? It was assumed that few teachers would assign positive (a-b=+1 or more) or equal (a-b=0) ratings to the first two parts of each questions.[48] Therefore, a need deficiency score of -1 or below would represent higher satisfaction level (low need deficiency) and a score of -2 or more would represent a lower satisfaction level (high need deficiency). The statement, "the grass is always greener on the other side," would argue for this position.

Having explained the use of the need deficiency score and the scoring system, we shall now re-state hypothesis two as follows:

> 2.0 Those teachers with generally lower need deficiency scores for overall job satisfaction will also experience significantly lower need deficiency scores for specific statements regarding professionalism and collective negotiations than those teachers with higher need deficiency scores for job satisfaction. (Washington only)

Table 4 reports the findings using analysis of variance. The table shows highly significant differences (.001) level for each of the eighteen

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[48] This was the case. Only 28 of the 568 Washington teachers expressed equal or positive scores on the trial statements.

TABLE 4

Comparison Between High Satisfied vs. Low Satisfied Washington Teachers with Specific Elements of Professionalism and Collective Negotiations (Analysis of Variance)

	High Satisfied (N=260)	Low Satisfied (N=309)	
Question No.	Mean Difference	Mean Difference	F Score
Professionalism			
40	- .1538	- .8123	32.0507***
43	- .2730	-1.1877	63.4965***
46	- .7654	-1.5663	42.9940***
49	-1.5692	-2.6667	52.0501***
52	-1.0731	-1.8091	24.2351***
55	- .4230	-1.0841	49.6060***
58	- .7000	-1.3042	24.8946***
61	- .7769	-1.7896	54.1467***
Collective Negotiations			
64	-1.0538	-2.0097	40.7679***
67	-1.7154	-2.9191	71.2548***
70	-1.5500	-2.7674	61.3123***
73	-1.4769	-2.3236	26.3697***
76	- .7192	-1.8900	30.6611***
79	-1.0423	-2.0194	29.2134***
82	-1.2808	-2.4822	59.1497***
85	-1.3385	-2.5307	52.9037***

*** Significant at .001 level (One way analysis)
** Significant at .01 level
* Significant at .05 level

comparisons. Clearly, those teachers who experienced higher overall job satisfaction (low need deficiency) were also likely to feel lower need deficiency scores for the statements dealing with professionalism and collective negotiations.

With regard to the professionalism category, the lowest need deficiency scores were found for teacher decision making in the classroom (#43) and client orientation toward student (#55). On the other hand, teachers were quite dissatisfied with the state of school administration support for professional development (#49).

Analysis of the statements on collective negotiations showed teachers in general agreement on the right of teachers to strike. Previous research on attitudes toward negotiations would suggest that if only secondary school teachers were analyzed, there would be even more support. Low satisfied teachers were particularly critical of the discrepancy regarding positive effects of collective bargaining on (a) the quality of education and (b) enhanced professional status of teaching. Need deficiency scores were higher for collective negotiations than professionalism, which suggests greater difficulty in this area for Washington teachers.

Hypothesis three compared those teachers with low and high need deficiency for professionalism in terms of their answers on specific job satisfaction and negotiations statements. Specifically, the revised hypothesis was:

> 3.0 Those teachers with generally lower need deficiency scores for overall professionalism will also experience significantly lower need deficiency scores for specific elements of job satisfaction and collective negotiations than those teachers with higher need deficiency scores for professionalism. (Washington only)

Table 5 reports the findings relating to this hypothesis. Again, highly significant correlations (.001) were found. The only exception dealt with reasonable work load (#22) where the level of significance was only .05. Teachers with both low and high need deficiency scores for professionalism perceived little dissatisfaction with the issue. On the other hand, the highest need deficiency score was found for protection from undue pressure. Recent criticisms of public education and responding to conflicting pressures possibly explained this result.

The analyzing of the results on collective negotiations showed similar results to hypothesis two. Namely, least need discrepancy was found for the right of teachers to strike and most deficiency for the positive effects of collective negotiations on quality of education and professional status of teaching.

In conclusion, the alternate hypothesis was accepted. Those teachers with greater compatability between professional expectations and reality ("what is") also found this compatability for specific elements of job satisfaction and professionalism.

Hypothesis four related overall need deficiency scores for collective negotiations with job satisfaction and professionalism. Specifically, it was re-stated as follows:

TABLE 5

Comparison Between High Professional vs. Low Professional (In Terms of Satisfaction with) Washington Teachers With Specific Elements of Job Satisfaction and Collective Negotiations (Analysis of Variance)

	High Professional (N=287)	Low Professional (N=282)	
Question No.	Mean Differences	Mean Differences	F Score
Job Satisfaction			
10	- .8118	-1.6383	35.4715***
13	- .9895	-1.6064	26.4472***
16	- .4774	-1.0142	22.1874***
19	- .9024	-1.6950	37.6119***
22	- .1429	- .1738	4.8249*
25	-1.0488	-2.0496	45.6275***
28	- .7735	-1.5035	37.7434***
31	-1.7770	-2.6418	36.8590***
34	-1.6551	-2.3085	20.3653***
37	- .5470	-1.4078	27.9328***
Collective Negotiations			
64	-1.0941	-2.0603	42.0517***
67	-1.7770	-2.9716	70.6338***
70	-1.5575	-2.8546	73.9139***
73	-1.3101	-2.5745	62.8812***
76	- .5226	-2.2021	67.4811***
79	-1.0767	-2.0780	31.0009***
82	-1.2544	-2.6241	80.0373***
85	-1.3415	-2.6418	64.5922***

*** Significant at .001 level (One way analysis)

** Significant at .01 level

* Significant at .05 level

4.0 Those teachers with generally lower need deficiency scores for overall collective negotiations will also experience significantly lower need deficiency scores for specific elements of job satisfaction and professionalism than those teachers with higher need deficiency scores for collective negotiations. (Washington only)

Table 6 represents the F tests for each of the comparisons. Significant differences were found for sixteen of the eighteen analyses. The only statements for which non-significant relationships were found dealt with job satisfaction. Both groups of teachers were generally satisfied with rapport among teachers (#16) and quite satisfied with work load level (#22). Greatest job dissatisfaction related to level of community support (#31) and school facilities and services (#34).

Professional comparisons showed lowest need deficiency for teacher decision making in the classroom (#43) and highest deficiency for administration support for professional development (#49). In only one case did we find a lower mean need deficiency score for the less satisfied group in comparison to the more satisfied group or teachers in each category. Those teachers less satisfied with collective negotiations had a slightly more congruent score for reasonable work load than their more satisfied counterparts.

The primary conclusion from the testing of hypotheses two through four is that attitudes move in clusters in terms of need deficiency. If we knew the level of need deficiency score for the overall category, we could predict relative need deficiency for specific questions in other categories. Said another way, those teachers with greater consonance between expectations and reality in one attitudinal category were also likely to have relative consonance in the other two categories as well. Conversely, those teachers with a fairly high level of dissonance in one attitudinal category were more likely to experience dissonance in the other two categories as well.

This finding argues for compatability between professionalism, job satisfaction and collective negotiations. In so doing, it refutes the position that an inverse relationship exists between attitudes toward professionalism and collective negotiations. On the positive side, the findings do support the direct relationship between job satisfaction and professionalism. Our findings perhaps suggest that there might be a more global attitudinal viewpoint than we are measuring here.

How might geographical location affect the attitudinal responses of the secondary school teachers in the two countries? Would the longer experience with collective negotiations in Sweden tend to make those teachers more satisfied with regard to the effects of collective negotiations on salary and working conditions as well as education itself? Hypothesis five was stated in such a way to test for similarities and differences in attitudes of Washington and Swedish secondary school teachers.

TABLE 6

Comparison Between High vs. Low Satisfaction With Collective Negotiations Experience of Washington Teachers with Specific Elements of Job Satisfaction and Professionalism (Analysis of Variance)

	Strong Collective Bargaining (N=205)	Weak Collective Bargaining (N=364)	
Question No.	Mean Difference	Mean Difference	F Score
Job Satisfaction			
10	- .7805	-1.4670	22.0744***
13	- .8927	-1.5192	25.0665***
16	- .6293	- .8022	2.0446
19	- .4878	-1.7445	95.7496***
22	.0585	- .0522	.5404
25	-1.0439	-1.8269	24.8760***
28	- .5463	-1.4680	57.1236***
31	-1.6341	-2.5247	35.9971***
34	-1.4537	-2.2692	29.7157***
37	- .5171	-1.2335	17.5051***
Professionalism			
40	- .1415	- .6951	20.9824***
43	- .2537	-1.0440	42.2156***
46	- .7220	-1.4615	33.5692***
49	-1.2634	-2.6758	83.9232***
52	- .9268	-1.7830	30.7616***
55	- .5171	- .9203	16.4317***
58	- .6927	-1.2115	16.8168***
61	- .9024	-1.5632	20.2191***

*** Significant at .001 level (One way analysis)

** Significant at .01 level

* Significant at .05 level

5.0 There will be significant differences between the responses of American (State of Washington) and Swedish secondary school teachers toward professionalism, job satisfaction, and collective negotiations, as measured by the need deficiency score.

As mentioned in Chapter Three, the analyses for this hypothesis was run separately for junior high and senior high school teachers. Therefore, hypothesis 5.0 was broken down into two sub-hypotheses.

Table 7 represents the F test scores for the comparison of junior high school teachers in America (State of Washington) and Sweden for the specific questions dealing with job satisfaction, professionalism, and collective negotiations (hypothesis 5.1). Significant differences in the mean need deficiency scores were found for only eleven of the nineteen analyses. Overall, we found that Washington State teachers were less satisfied with their jobs in terms of reality testing of expectations, but relatively more satisfied with the effects of collective negotiations than were their Swedish counter-parts. No clear trends emerged for the professionalism questions.

The job satisfaction questions showed similarities between the two groups of junior high teachers in terms of the most and least satisfied elements. Both groups were generally satisfied with rapport among teachers (#16) and least satisfied with school facilities and services (#34). Perhaps the most interesting **variance** was found for reasonable work load (#22) where the Washington teachers were very satisfied and the Swedish teachers quite dissatisfied. Significant differences between the two sample populations were found for satisfying teaching experience (#13), reasonable workload (#22), influence on curriculum (#25) and reasonable occupational status (#28).

Professional comparisons showed most satisfaction by both groups for degree of autonomy (#40) with the Swedish sample also quite satisfied with decision-making power (#43) in the classroom and client orientation toward the student (#55). On the other hand, Washington teachers were most unhappy with support for professional development (#49) while the Swedish junior high teachers were most unhappy with administration support for professional associations (#52) and entrance standards (#46). Significant differences between the sample populations was found for question #46, 52, and 55 above as well as for attention upon professional standards of performance (#61).

Teacher responses for the three collective negotiation questions were quite dramatic. Though the Washington teachers were significantly more satisfied with the affects of negotiations on salaries, participation in decision and overall increase in satisfaction both groups fell into the dissatisfied range.

TABLE 7

Comparison of Washington and Swedish Junior High School Teachers With Regard to Need Deficiency Scores on Specific Elements Of Job Satisfaction, Professionalism and Collective Negotiations (Analysis of Variance)

	Wash. Jr. High School Teachers (N=137)	Swedish Jr. High School Teachers (N=148)	
Question No.	Mean Differences	Mean Differences	F Score
Job Satisfaction			
10	-1.1241	- .7432	3.5136
13	-1.6277	-1.1284	7.0259**
16	- .7080	- .5811	.6118
19	-1.3431	-1.2027	.5644
22	- .0730	-1.4527	47.5551***
25	-1.6715	- .5946	32.8012***
28	-1.2701	- .7432	6.9396**
34	-2.1387	-1.9054	1.5029
Professionalism			
40	- .5328	- .5000	.0427
43	- .7591	- .4932	2.5056
46	-1.0730	-2.5676	47.3610***
49	-2.0876	-2.1351	.0471
52	-1.3650	-2.6554	33.2885***
55	- .8540	- .3986	9.9270**
58	-1.0219	-1.2905	2.2169
61	-1.4818	- .7909	8.6295**
Collective Negotiations			
64	-1.5401	2.6689	21.5064***
82	-1.9854	-3.7027	52.4118***
85	-2.1679	-3.3176	21.0671***

*** Significant at .001 level (One way analysis)

** Significant at .01 level

* Significant at .05 level

Hypothesis 5.2 tested the comparison for senior high school teachers in Washington State and Sweden. Table 8 reports the mean need deficiency scores and F scores for this comparison. Significant differences were found for sixteen of the nineteen analysis of the senior high teacher samples. The only non-significant differences were found for reasonable salary (#19), degree of autonomy (#40) and encouragement of collegiality (#58). Referring back to Table 7 we note that no significant differences were found for these questions in the junior high teacher comparison either.

We find that for the job satisfaction questions, the Washington teachers were most satisfied with reasonable work load (#22) while the Swedish teachers were positive about their influence on curriculum (#19). On the other hand, the Washington teachers were most dissatisfied with school facilities and services (#34) and the Swedish teachers with reasonable work load (#22). Washington senior high teachers were more dissatisfied than their Swedish counterparts on all but one of the job satisfaction questions.

Professionalism responses offer a more mixed picture with regard to comparison of attitudes. Both senior high populations were most pleased with degree of autonomy (#40) and decision-making power in the classroom (#43). The Washington teachers were least pleased with school administration support for professional development (#49) while the Swedish teachers were most dissatisfied with support for entrance standards (#46) and support for participation in professional associations (#52).

Again, we found high dissatisfaction by both sample populations with regard to the positive affects of collective negotiations upon salaries, decision-making power, and overall satisfaction. The Swedish senior high teachers were significantly less positive than their American counterparts.

If we compare Tables 7 and 8 we are then able to determine whether, on the whole, the Swedish or American teachers (junior and senior high levels) show the greatest need deficiency. The analysis considers that the respondents were generally satisfied if the mean score for need deficiency was no greater than -1.0. Mean need deficiency scores of more than -1.0 (in the negative direction) would show dissatisfaction with the particular element. No attempt is made to measure the relative degrees to which our teacher respondents were satisfied or dissatisfied within these two categories.

The analysis (though not reported here) showed that, on the whole, the Swedish respondents experienced more cases of low need deficiency than did their Washington counterparts. In only 9 of the 38 possible cases did the Washington respondents evidence high satisfaction (low need deficiency) with the particular element. The Swedish respondents experienced high satisfaction with 16 of the 38 possible

TABLE 8

Comparison of Washington and Swedish Senior High School Teachers With Regard to Need Deficiency Scores on Specific Elements Of Job Satisfaction, Professionalism and Collective Negotiations (Analysis of Variance)

	Wash. Sr. High School Teachers (N=181)	Swedish Sr. High School Teachers (N=160)	
Question No.	Mean Differences	Mean Differences	F Score
Job Satisfaction			
10	-1.4641	- .5250	30.2648***
13	-1.3481	- .6312	21.6174***
16	- .9779	- .5750	7.4536**
19	-1.5967	-1.4187	.9630
22	.0055	-1.7437	70.1693***
25	-1.6298	- .3500	51.6739***
28	-1.2210	- .5250	13.7936***
34	-2.2099	-1.3625	20.2112***
Professionalism			
40	- .4530	- .1937	3.0157
43	- .7624	- .1312	18.0050***
46	-1.5635	-2.9437	46.7556***
49	-2.6961	-2.1687	7.0692**
52	-1.9613	-2.8937	17.8290***
55	-1.0110	- .3812	32.1025***
58	-1.2707	-1.4063	.6133
61	-1.7624	- .5500	38.3906**
Collective Negotiations			
64	-1.9779	-2.7375	12.6335***
82	-2.1105	-3.3125	32.7487***
85	-2.3094	-2.9375	7.0111**

*** Significant at .001 level (One way analysis)

** Significant at .01 level

* Significant at .05 level

comparisons. No clear trends showed when comparing the junior and senior high teachers responses within the national sample. If this method of comparison is considered valid, then both national teacher samples were categorized as less satisfied with the opportunities to experience high satisfaction with their job, its professional possibilities and bargaining itself.

In conclusion hypothesis five is supported for roughly three-fourths of the questions asked of both the junior and senior high school teachers in the two countries. However, the findings do not allow an unqualified support for differences across national boundaries.

Before proceeding to the last hypothesis, the reader is referred to Appendix H for the mean scores and F test scores for each question ("what is," "what should be" and "importance") for the Swedish and Washington secondary school teachers.

The final hypothesis was concerned with the comparison of secondary school teacher attitudes and the perception of such attitudes as held by principals at the secondary school level. Rather than use the need deficiency score, we relied on comparison of mean scores for part "a" of each question which dealt with "what is" the present situation. The argument for limiting our analysis to "what is" was based upon the belief that the principal would be in a much better position to judge the present states of job satisfaction, professionalism, and collective bargaining for secondary school teachers than for the teacher expectations themselves. Though the secondary school principal has some indication of what his teachers want, this information is typically more vague.

Hypothesis six stated:

> 6.0 There will be significant differences (measured by "what is") between the attitudes held by secondary school teachers and the perceptions of attitudes of secondary school teachers helf by principals at the secondary school level.

Like the preceeding hypothesis, the overall hypothesis was broken down into two sub-hypotheses for the actual testing. For those readers interested in the need deficiency score for each question, that information will also be reported, as well as providing the F statistic. Finally, for those readers interested in the mean scores for all three parts of each question with accompanying F scores, this information is contained in Appendices I and J.

Hypothesis 6.1 was concerned with testing the comparisons at the junior high school level and the findings are reported in Table 9. The interpretation of Table 9 will be confined to the comparison between the teacher and principal samples. Overall, significant differences were found for only 7 of the 19 analyses which leads one to believe that principals' perceptions of teachers' views were not too divergent from those views of the teacher himself.

TABLE 9

Comparison of Washington and Swedish Junior High School Teachers And Principals Scores for "What Is" Regarding Attitudes Toward Specific Elements of Job Satisfaction, Professionalism And Collective Negotiations (Analysis of Variance)

	Wash. and Swedish Junior High Principals (N=77)	Wash. and Swedish Junior High Teachers (N=285)	
Question No.	Mean Differences	Mean Differences	F Score
Job Satisfaction			
10	4.4026 (- .8182)	5.4772 (- .9263)	19.7559***
13	4.6623 (-1.3767)	5.2211 (-1.3684)	7.4187**
16	5.4026 (- .7273)	5.5474 (- .6421)	.6696
19	4.9740 (-1.0130)	5.0561 (-1.2702)	.1965
22	4.4156 (-1.1558)	5.0281 (- .7894)	7.9603**
25	5.0130 (- .7143)	4.9088 (-1.1123)	.1883
28	5.1558 (- .3897)	4.5860 (-1.0005)	8.5261**
34	4.8442 (-1.7626)	4.4842 (-2.0176)	2.9474
Professionalism			
40	5.0909 (- .3117)	5.3439 (- .5157)	1.7268
43	5.4286 (- .0909)	5.3860 (- .6212)	.0442
46	4.4675 (-1.3637)	4.1649 (-1.8491)	1.5757
49	4.2597 (-1.6104)	3.9649 (-2.1123)	1.5244
52	3.5325 (-1.7402)	2.9895 (-2.0351)	5.4709*
55	5.3377 (- .8311)	5.2246 (- .6175)	.2477

TABLE 9 (CONT.)

Question No.	Wash. and Swedish Junior High Principals (N=77) Mean Differences	Wash. and Swedish Junior High Teachers (N=285) Mean Differences	F Score
Professionalism (Cont.)			
58	5.1688 (- .7922)	4.4667 (1.1614)	10.2696**
61	4.7662 (- .9221)	4.5439 (-1.1228)	1.0044
Collective Negotiations			
64	4.3896 (-1.5065)	3.9719 (-2.1263)	2.8326
82	3.6494 (-1.3285)	3.1789 (-2.8772)	4.1509*
85	3.4545 (-1.7045)	3.0952 (-2.7630)	2.3236
Overall Remarks			
88	5.2857	4.8175	5.3373*
89	5.1688	4.8351	2.8731
91	4.8182	5.3018	3.8853*
92	5.1688	5.7860	7.0254**

*** Significant at .001 level (One way analysis)

** Significant at .01 level

* Significant at .05 level

( ) = Need Deficiency Score

Referring to the specific categories, we found that teachers were more satisfied with the elements of their job than principals perceived them to be on five of the eight questions. Significant differences were found between the two groups for rapport with principal (#10), satisfying teaching experience (#13), reasonable work load (#22) and reasonable occupational status (#28).

Comparison of questions dealing with professionalism and collective negotiations showed that principals felt that teachers were more satisfies with most of these elements than the teachers viewed the situation. Significant differences were found for administration support for professional associations (#52) and encouragement of collegiality (#58) as professional characteristics. For collective negotiations, the only significant difference was for negotiations resulting in greater participation in decisions by teachers (#82).

Four overall questions were asked at the end of the questionnaire. The first two questions (#88 and #89) were measures of overall job satisfaction and opportunities for professional expectations. Here, it was found that both junior high teachers and principals saw teachers as generally satisfied with these elements although the principal perceived the situation as more favorable. The final two questions dealt with the perceived compatability between collective negotiations and a) professionalism and b) job satisfaction. Table 9 shows that both the teachers and principals viewed the teacher as seeing compatability between collective negotiations and the other two variables. The junior high school teachers themselves were quite positive regarding the consonance between negotiations and job satisfaction.

The final analysis in this report dealt with the comparision of senior high school teachers and principals (hypothesis 5.2) in terms of attitudes of the teachers themselves toward specific elements of the three variables. The analyses are found in Table 10. Significant differences between the two populations was found for ten of the nineteen elements of job satisfaction, professionalism, and collective negotiations. Overall, the principals perceived that teachers were more satisfied than the teachers themselves viewed the situation.

Four of the job satisfaction questions showed significant differences between the two populations. These significant questions dealt with rapport with principal (#10), satisfying teaching experience (#13), reasonable salary (#19) and reasonable occupational status (#28). Three of these questions also had shown significant differences for the junior high level comparison.

Comparison of mean scores for senior high school teachers and principals for these questions dealing with professionalism also showed significant differences for four of the eight questions. Those questions dealt with support for entrance standards (#46), professional development (#49), participation in professional associations (#52) and encouragement of collegiality. In all cases, the principals perceived the teachers to be more satisfied than the teachers felt.

TABLE 10

Comparison of Washington and Swedish Senior High School Teachers And Principals Scores for "What Is" Regarding Attitudes Toward Specific Elements of Job Satisfaction, Professionalism And Collective Negotiations (Analysis of Variance)

	Wash. and Swedish Senior High Principals (N=101)	Wash. and Swedish Senior High Teachers (N=341)	
Question No.	Mean Differences	Mean Differences	F Score
Job Statisfaction			
10	4.3069 (- .4753)	5.3314 (-1.0234)	19.5444***
13	4.7327 (-1.1089)	5.4839 (-1.0117)	17.2596***
16	5.2277 (- .8713)	5.4751 (- .7888)	2.3235
19	5.1485 (- .7921)	4.6364 (-1.5132)	7.7815**
22	4.9208 (- .3861)	4.8065 (- .8152)	.3023
25	5.2475 (- .3664)	5.0059 (- .9293)	1.2795
28	5.0990 (- .4951)	4.5630 (- .8945)	8.0100**
34	4.7525 (-1.3069)	4.5249 (-1.8123)	1.4151
Professionalism			
40	5.2574 (- .0792)	5.4399 (- .3314)	.9983
43	5.4950 (- .1783)	5.5865 (- .4663)	.2795
46	4.4851 (-1.0397)	3.6545 (-2.2311)	13.7882***
49	4.2574 (-1.4555)	3.5396 (-2.4487)	12.5830***
52	3.6535 (-1.4059)	2.6129 (-2.3888)	27.6299***

TABLE 10 (CONT.)

	Wash. and Swedish Senior High Principals (N=101)	Wash. and Swedish Senior High Teachers (N=341)	
Question No.	Mean Differences	Mean Differences	F Score
Professionalism (Cont.)			
55	5.0297 (- .7723)	5.2815 (- .7156)	1.5037
58	4.8214 (- .9010)	4.2199 (- .3344)	9.0825**
61	4.4950 (- .9703)	4.3607 (-1.1836)	.4029
Collective Negotiations			
64	4.3267 (-1.2377)	3.8182 (-2.3343)	5.5664*
82	3.7129 (-1.2970)	3.0850 (-1.6745)	9.1114**
85	3.3067 (-1.6139)	2.9501 (-2.6042)	2.9778
Overall Remarks (No F Need Deficiency Score)			
	Sample Mean	Sample Mean	
88	5.3465	5.2346	.3862
89	5.3465	5.0381	3.0610
91	4.7030	5.2757	6.3558*
92	4.9109	5.5718	8.6996**

*** Significant at .001 level (One way analysis)

** Significant at .01 level

* Significant at .05 level

( ) = Need Deficiency Score

The same phenomenon applied to the questions concerning collective negotiations. The principals perceived that teachers viewed negotiations as having a more positive effect on teacher salaries (#64) and participation in decision-making (#82) than the senior high teachers themselves.

Finally, we found the same results for the final four questions that was shown in the junior high level analysis. Namely, principals viewed teachers as, overall, more satisfied with their job and its professional opportunities than was true for the senior high school teachers. Both sample groups felt there was compatability between negotiations and the other two variables in this study.

In conclusion, testing of hypothesis shows mixed results. For approximately half of the questions, significant differences were evident between secondary school teacher attitudes and perceptions of teacher attitudes held by the principal at the secondary level. However, given the fact that no significant differences were found for the other questions raises the point that on a number of questions there was congruence between the two perceptions.

Analysis of the responses for Hypotheses 6.1 and 6.2 raises the question of what we might find if the data was reanalyzed for intra-country comparisons. Therefore, the data was reanalyzed to show comparisons for Swedish teachers vs. Swedish principals and Washington teachers vs. Washington principals at both the junior and senior high levels. Though the data is not reported here, it was found that there was a much higher level of congruence for the Swedish sample than for the Washington sample. By using the need deficiency scores, there were relatively few questions in which we found significant differences between Swedish secondary school teachers and their principals. On the other hand, there were a large number of questions which exhibited significant differences for the Washington sample.[49] Therefore, we must conclude that perceptual differences between secondary school teachers and principals is much more a problem in Washington than in Sweden.

Summary

Six major hypotheses were tested in this chapter. The first four hypotheses were clearly supported by the analysis. The last two hypotheses dealing with cross-national comparison and congruences between principal perceptions of teacher attitudes and the teachers' attitudes themselves showed somewhat more mixed results.

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[49] For the Swedish sample, there were six questions at the junior high level (#22, 25, 28, 34, 43 and 82) and four questions at the senior high level (#19, 43, 46 and 82) where significant differences were found. For the Washington sample, there were eleven questions at the junior high level (#25, 34, 49, 64, 67, 70, 73, 76, 79, 82 and 85) and eighteen questions at the senior high level (#10, 19, 25, 28, 31, 34, 46, 49, 52, 61, 64, 67, 70, 73, 76, 79, 82 and 85). The category of collective negotiations provides the greatest amount of perceived difference for the Washington sample. One should remember, however, that while we had comparative information for all 26 questions for the Washington sample, there were only 19 questions provided for the Swedish sample.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS OF THE RESEARCH

Having completed the analysis of the data, we are now ready to: 1) summarize the major findings; 2) offer some conclusions which may be derived from the findings; 3) discuss the implications of our findings for more effective supervision and motivation of public school teaching staffs; and 4) suggest implications for future research. Most of the following discussion must necessarily be limited to the broader groupings, rather than each individual question. However, individual questions will be treated where wide discrepancies existed in the mean score responses.

Summary of Findings

Before proceeding to the report of findings, it is helpful to briefly summarize the research design employed in this study. A questionnaire was developed to assess the attitudes of public school teachers in Washington State and Sweden regarding the elements of job satisfaction, professionalism, and collective (professional) negotiations. Specific questions measuring job satisfaction were culled from the major categories used in the Purdue Teacher Opinionnaire for which reliability and validity testing has been assessed.

The specific questions employed in testing for professionalism were derived from lists of the most commonly accepted characteristics of professional orientation. Finally, the questions on collective negotiations utilized previous research on this topic.

An earlier draft of the questionnaire was reviewed by the staff of the participating organizations as well as the translator who was familiar with teaching practices in Sweden. Necessary revisions were made which included the deletion of seven questions from the Swedish questionnaire. The omission of these questions was based upon different methods of educational administration there.

The first nine items of the inventory were specifically directed at ascertaining demographic characteristics of the respondents. Most of the remaining items sought to assess "what is", "what should be", and the importance of the specific element to the respondent. The last five items of the inventory provided some overall assessments.

The cover letter to each respondent noted that the Washington Educational Association (NEA), Washington Federation of Teachers (AFT), Swedish Association of Secondary School Teachers, and Swedish Headmasters (Rektors) Association had reviewed and approved the project.

The Washington teacher sample included elementary junior high, and senior high teachers. The Swedish teachers, on the other hand, were limited to the secondary school level (7-9th grades of grundskolans and gymnasium).

Principals were utilized in the study to test for similarity of attitude perception. We were not interested in the attitudes of the principal per se, but of his perception of attitudes held by the teachers themselves. Only secondary school principals were participants.

Questionnaires were sent to approximately 1,900 teachers and 300 principals in the two countries. There were 1,054 usable responses for a response rate of 48%. Based upon later replies, it was estimated that had the questionnaires been distributed earlier in the school year, that the response rate may have been higher.

We are now ready to report the major findings of the study. The major findings were:

1. Our typical respondent was male, between the age of 25-34 (principals were somewhat older), teaching at the senior high level, with less than 10 years experience (principals slightly higher) and at least the first university degree. He was married with equal likelihood of being raised in the country or city and his father was an unskilled, semi-skilled or skilled worker (Table 1).

2. Both Washington and Swedish teachers were positive regarding the level of job satisfaction contained in their present positions though Swedish respondents were more satisfied. Furthermore, Washington teachers evidenced greater need deficiency and importance level than did their Swedish counterparts (Table 2).

3. Both Washington and Swedish respondents perceived only a slightly positive professional climate on their job. In fact by our definition, the Swedish teachers fell in the neutral range. Not surprisingly, Swedish teachers also expressed a higher need deficiency score than their American counterparts. However, the Washington teachers placed somewhat greater importance on professional climate (Table 2).

4. Comparison for collective negotiations is somewhat risky inasmuch as the Swedish respondents only answered three of eight questions in this category. Furthermore, a few of the statements investigated the use of the strike or binding arbitration. Where practice or law made these elements unavailable, one would expect a lower score. With these qualifications, it was seen that the teacher respondents were not impressed with developments in the collective negotiations field. The need deficiency score for both sets of teaching respondents was highest for this category (Table 2).

5. Overall, the responding teachers were most pleased with the possibilities for job satisfaction followed by professionalism. Neither sub-group was particularly pleased with the present

system regarding collective negotiations. The need deficiency scores suggested the greatest need for congruence between reality and expectations in this area. The findings for principals will be summarized under Hypothesis 6.

Having presented these general profiles, we shall report the findings derived from the testing of specific hypotheses. The first four hypotheses included the elementary teachers in Washington State while the last two hypotheses included only secondary school teachers in the low locations.

6. Hypothesis 1 was supported. Namely, there were significant differences in the attitudes of responding teachers toward job satisfaction, professionalism and collective negotiations on the basis of demographic characteristics regarding "what is." Sex, age, education, teaching experience, marital status, teaching level and professional affiliation showed significant differences. Only in the case of childhood background and father's occupation were no significant differences found for the Washington sample. Females and older teachers evidenced more favorable attitudes than did their male and younger counterparts. Those teachers with dual membership in the NEA and AFT were more likely to be dissatisfied while NEA members were most satisfied (Table 3).

   The next three hypotheses explored the level of perceived consonance for Washington teachers by comparing the need deficiency scores for high and low congruency.

   The comparison was between the overall need deficiency scores for a particular category and the mean need deficiency scores for specific questions in the other two attitudinal variables. The mean need deficiency score was determined by subtracting part (b) from part (a) of each question. Higher satisfied (low need deficiency) teachers were those teachers with need deficiency scores of -1 or less on any question while lower satisfied teachers (high need deficiency) had need deficiency scores of -2 or greater (in negative direction) for categorizing the teachers into the low and high satisfied groups for the broad category all the scores on each element were averaged. Average scores of more than -1.0 denoted low satisfaction while scores of less than 1.0 denoted high satisfaction. Each of the stated hypotheses was confirmed.

7. Those Washington teachers with generally lower need deficiency scores for overall job satisfaction also experienced significantly lower need deficiency scores for specific questions dealing with professionalism and collective negotiations than those Washington teachers with higher need deficiency scores for job satisfaction (Table 4).

8. Those Washington teachers with generally lower need deficiency scores for professionalism also experienced significantly lower need deficiency scores for specific elements of job satisfaction and collective negotiations than did those Washington teachers with higher need deficiency scores for professionalism (Table 5).

9. Those Washington teachers with generally lower need deficiency scores for overall collective negotiations also experienced significantly lower scores for specific elements of job satisfaction and professionalism than did those teachers with higher need deficiency scores for collective negotiations (Table 6).

The fifth hypothesis explored the perceived level of need deficiency for Washington secondary school teachers compared with their counterparts in Sweden. It was recognized that the two sample populations were not exactly comparable in terms of educational preparation, but sufficient similarities existed for such a comparison. Separate analyses was provided for the junior and senior high school level teacher populations.

10. The statement that there would be significant differences between the secondary school teachers in America (State of Washington) and Sweden in terms of attitudes toward job satisfaction, professionalism, and collective negotiations was only partially supported by the analysis of variance statistic. Twenty-seven of the thirty-eight possible comparisons showed significant differences between the mean need deficiency scores of the two sample populations (Tables 7 and 8). The Swedish secondary school teachers had lower mean need deficiency scores or more questions than was true for the Washington sample. Finally, if we broke the mean scores into high and low need deficiency, we found that both sample populations were more likely to fall into the less satisfied group (high need deficiency).

The last hypothesis tested whether there was congruency between the attitudes of secondary school teachers (Washington and Sweden combined) and the perceptions of teacher attitudes held by secondary school principals in our sample.

11. The statement that there would be significant differences in the mean scores for "what is" between the two groups was supported in only about one-half of the questions (17 or 38). No clear trends were evident though it seemed that there was greater congruence at the junior high level than was true for the senior high level. When considering the last four overall questions in the study, it was found that generally principals perceived their secondary school teachers as more satisfied (overall index)

with their job and its professional opportunities than was true for the teachers themselves. Finally, neither group viewed an incompatability between high professionalism and job satisfaction and collective negotiations.

Conclusions

What general conclusions may be drawn from the research? There seem to be a number of important generalizations which can be drawn from the data.

First, there were some general similarities between the Washington and Swedish respondents in terms of the overall category responses. Job satisfaction seemed to be the strongest and most important variable to the respondents. Professionalism played a somewhat less important role. However, here it was expected that had the elementary teachers in Washington been dropped, the importance of professional climate would have risen. Teachers at the secondary level are more discipline oriented and thus are more likely to stress more professional attributes. One must not generalize too much as one might expect a higher client orientation (specific professional attribute) to the student on behalf of the teacher in the elementary grades. Comparison of scores in Appendix H shows, in fact, that our reasoning was incorrect. The average score for importance of professionalism did not show any appreciable difference in either direction.

With regard to collective negotiations, it is advisable to limit our conclusions to the Washington sample. Clearly, the respondents evidenced the least satisfaction with "what is" for collective negotiations and the largest deviations in responses from among the three attitudial categories. Furthermore, the greatest need deficiency score was found in this area. If one observes the answers to individual questions (Appendix E), one notes some interesting findings. The respondents felt that negotiations had contributed to higher salaries, but were neutral regarding its effects on quality of education or increased job satisfaction.

Another significant relationship was found between certain demographic characteristics and how the teacher responded to the first part of each statement or question. The Washington teachers were likely to be more satisfied with the element if they were women or were older. Level of teaching and amount of teaching experience also were positively related to teacher attitudes. These findings generally support earlier research with the exception of teaching level. Tobiason and others had found primary school teachers the most satisfied.

The only negative finding related to professional affiliation. Though caution should be taken because of the small sample of dual membership in NEA and AFT, such teachers were least satisfied. In addition, NEA members were more satisfied than AFT members which might suggest a self-selection process. Teachers seem to choose that organization which is most congruent with their present attitude set.

The demographic analysis for Swedish teachers (Appendix G) raises some problems. Less significant relationships were found in comparison to the American data. Furthermore, the vast majority of correlations were negative. For instance, greater teaching experience and age were related to lower felt existence of a particular element of job satisfaction, professionalism, or collective negotiations. What factors might explain these results? Interviews with representatives of the National Association of Secondary School Teachers in Stockholm in December of 1971 shed some light on these findings. It was explained that a number of educational reforms in Sweden in the past ten years or so had been perceived by the older and more experienced teachers in a more threatening light. On the other hand, the newer and younger teachers grew up and were educated to support these reforms.

The third major conclusion was the strong directional relationship for need deficiency among the three attitudinal variables. There was a similar way in which the Washington teachers viewed felt need deficiency. If a teacher felt little need deficiency with one variable (e.g., job satisfaction), the teacher was also likely to experience low need deficiency for specific elements of the other two variables as well. The consistent pattern also held true for those teachers with higher need deficiency scores.

Some possible explanations are provided for those findings. One possible view is that the teacher does not view these variables as conflicting, but merely as different elements in overall assessment of his teaching position. Thus, the teacher who perceives a satisfactory level of professional climate for instance is also likely to be positive toward job satisfaction and bargaining. Another possible explanation is that the various elements are not totally separate and that the respondent has in mind some overall measure of satisfaction which cuts across the three attitudinal categories. This argument would lead one to believe that the personality of the teacher might strongly condition the way the person views the world. Viewed in this way, two different teachers could perceive the same situation and give widely different evaluations of satisfaction or dissatisfaction. Likely, we are finding an interaction pattern between the personality of the teachers and the situation.

An important point should be made. The recent book by Corwin, Militant Professionalism, argues that improvements in the educational system are more likely to be advanced by those teachers who perceive the greatest incongruence between expectations and reality. Using this reasoning, we could assume that those teachers with lowest new deficiency may, in fact, be most receptive to the status quo. Though such teachers may be more satisfied, it may be the less satisfied teachers who are most crucial in carrying out needed changes in the schools.

Whatever the explanation, it seems apparent that these variables interact in a similar pattern. Professionalism and collective negotiations are not seen as antithetical forces which argues against some of the earlier assumptions. Perhaps, in the mind of the respondent these variables represent different methods by which the teacher can increase his or her overall satisfaction with the job. Seen in this way, negotiations increase material benefits (salaries and benefits) and professional pressures enhance less material attributes such as autonomy.

These findings are, of course, predicated on the legitimacy of the need deficiency score itself. It is our position that the need deficiency score is preferable to merely asking the teacher how he feels with regard to a specific element. What seems more important is not the perceived level of satisfaction but congruency (at whatever level) between expectations and reality.

Several arguments can be advanced for the superiority of the need deficiency score over the direct method of determining satisfaction. First, the extremely dissatisfied teachers have probably already left the teaching field, thus tending to shift the average into the positive range. This shift may give the impression of higher satisfaction for those remaining in the field when the teachers themselves view the range around the average as a source of some dissatisfaction. Secondly, people vary in terms of what condition represents perfection or intermediate degrees toward perfection. A single measure therefore raises the problem of comparability in responses. The need deficiency score provides some measure of weighting of the individual's response. Finally, the psychological concept of rationalization may be taking place under the direct method. Therefore, a teacher may be hesitant to be overly critical of his position because to do so may adversely affect his image of himself.

The fourth major conclusion concerned the fairly strong indication of differences between the American (State of Washington) and Swedish secondary school teachers in terms of their attitudes toward specific facets of their job. Statistically significant differences were found between the two teacher populations on approximately three-fourths of the questions dealing with job satisfaction, professionalism, and collective negotiations. Swedish teachers were consistently more satisfied (less need deficiency) than their American counterparts on the job satisfaction while reversing the process on collective negotiations. No clear trends were apparent for the questions on professionalism. Furthermore, the three questions dealing with collective negotiations proved illuminating. Swedish teachers were more accepting of the legitimacy and importance of collective negotiations than the Washington teachers who have had less experience with the bargaining model. However, the Swedish teachers were significantly more dissatisfied with the results of collective negotiations as well. Possible explanations for this dissatisfaction are the relatively unsuccessful strikes by Swedish teachers in 1966 and 1971 and the negative reaction of at least some of the teachers to the income solidarity program of the Government by which lower income persons receive relatively larger increases in wages and salaries than those employees in the higher paid sectors such as teachers.

Can we attribute the significant differences to culture. Those persons, like Malinowski, the anthropologist, who consider that the institutions created by a given society are largely an outgrowth of cultural traditions, would attribute the differences to culture. On the other hand, those persons who see institutions as separate from cultural definition would attribute the differences to different methods of structuring the educational system in the two countries. This author favors the former approach of reasoning.

The fifth major conclusion was that while secondary school teachers and principals showed congruence on half of the questions (in terms of comparison of teacher attitudes and perception of teacher attitudes held by the principal), significant differences were also noted for the other questions. Therefore, it would seem that teachers and principals see eye-to-eye on reality for the teacher at times, but at other times the principal has an overly optimistic evaluation of the level of teacher satisfaction at the secondary school level. We can only assume that this over-optimism was evident for both the Swedish and Washington principals since the analysis did not separate the two principal populations. Such over-optimism may contribute to poorer communications and frustration when the teachers see no sign that the principal is aware or willing to respond to those areas where dissatisfaction is felt by the teachers. However, this perceptual disparity is more acute for our Washington sample.

The final conclusion of this study related to comparisons for the overall questions included at the end of the questionnaire. Questions 88 and 89 dealt with direct measures of overall job satisfaction and professional satisfaction. The mean scores for each of the possible groupings were in the positive direction with the scores for the principals' samples of teacher perceptions being consistently higher than the teachers' measure of satisfaction. It was also apparent that the Washington elementary school teachers were more satisfied than their colleagues at the secondary level (see Appendices E and H). However, the main point was that the overall scores was not at all consistent with the need deficiency findings where both groups of teachers (Washington and Swedish) were more likely to experience high need deficiency than low need deficiency when taking all the questions asked of the respondents. This conclusion argues for using some other method than directly asking the respondent how satisfied he is with a particular element of his job.

Questions 91 and 92 showed that both teacher and principal groupings believed that eachers did not see any incongruency between collective negotiations and job satisfaction and professionalism. On the whole, the junior high teachers and principals perceived less incongruency than did their peers at the senior high level.

Having presented the major conclusions derived from the study, we shall now focus upon the implications of these findings to the field of educational administration in the next section.

Implications for Educational Administration

A number of suggestions emerge from the statistical analysis in terms of educational practice. Since most of these points have been indicated already, we shall make only passing reference to them. In some cases, the data allows more specific recommendations while for other cases we can only advance guidelines for educational administrative action. There is an underlying assumption in this list; namely, that there are many positive features in educational administration both in Sweden and the United States. This list relates, for the most part, to possible problem areas or needs for change.

1. Attitudes and expectations of teachers are conditioned both by demographic characteristics and experiences both within and outside the educational field. Whether by maturation, lower expectancy, rationalization or other reasons, women teachers and those Washington teachers with more experience evidenced higher scores for "what is." Though this may result in generally more satisfied teachers, it may not necessarily mean that these are the best teachers to support needed innovations.

2. Professional affiliation may not be a very random process. Our data supported the position that the higher perceived existence of a particular element, the more likely was the person to affiliate with the less militant organization (NEA). Persons with dual membership (NEA and AFT) seemed to be the most critical of the present status. Perhaps such a teacher is faced with paradoxes for which he is unable to choose the most preferable path.

3. The Swedish correlations for demographic characteristics suggested some conflicting results. There, older and more experienced teachers were more dissatisfied. Are events in Swedish education resulting in more unhappiness for the older and more experienced teachers? Perhaps the recent educational changes in Sweden have been more traumatic for the older staff than their younger counterparts who were trained in line with the changes. This argument has been supported by interview findings with staff members of the National Association of Secondary School Teachers in Sweden.

4. For job satisfaction, the Washington teachers gave high scores to rapport with Principal and staff and importance of satisfying teaching experience. The Washington teachers were most dissatisfied with community support. More improved public support for teachers and education seems called for as well as the administration serving as a buffer where the public interest is primarily negative in nature.

5. Our respondents placed the interests of their students as paramount. They seemed less interested in professional participation and development. These findings are both good and bad. Placing the student in the center of educational planning will obviously please the student and parents, but neglect of professional development supported by the administration may result in a less qualified staff.

6. Strong divisions exist in terms of teacher responses to the statements on collective negotiations. Most Washington teachers felt that negotiations had enhanced their salaries, but considerable variance existed regarding the right to strike and use of binding arbitration. This variance not only causes difficulty for school administrators, but for the professional associations themselves. Respondents were quite unsure of the effects of negotiations on the quality of education. Education critics have often criticized teachers for stressing teacher self-interest over educational priorities. Teacher organizations might improve their efforts in showing where such improvements in class load, etc., resulted in better education.

7. Certain conclusions emerge from the testing of the need deficiency scores for the Washington sample as well as for the comparison of the Washington and Swedish secondary school teacher samples. It seems that there is an overall image that the teacher has toward his job. Low dissatisfaction (measured by need deficiency score) on one variable seems to be related positively with level of perceived satisfaction on the other variables. Therefore, more satisfied teachers evidence this positive feeling in all three areas (job satisfaction, professionalism and collective negotiations) while dissatisfied teachers experience dissatisfaction in all three of these areas. This attitude set may be both a function of the teacher's personality as well as the objective situation. If this argument holds, then raising the level of satisfaction for the teacher may require attitude change on the part of the teacher as well as tangible improvements in the teaching situation.

   As stated in the conclusion section, reducing the need deficiency level is not necessarily the best alternative. Those teachers with more congruency between expectations and reality may be less amenable to change regarding curriculum, etc. If this argument holds, then educational administrators should recognize that some level of discontent is healthy for a school system. Responsible discontent may then provide the impetus for positive changes in the school system.

8. Where might the administrator place most of his attention in seeking to improve the overall situation for teacher satisfaction? The analysis of the total Washington sample (Tables 4-6) shows

certain areas in which there seems to be high need deficiency by both sample sub-populations. Support for professional development, community support, and school facilities and services represent the most dissatisfied elements for both low and high satisfied teachers.

At a time when there is much criticism of education generally and some unwillingness by the taxpayers to absorb the costs for new buildings and equipment, these two areas would seem to require particular attention for the educational administrator and the school boards in the various communities. Such responses might include better public relations as well as more indication as to the positive affects of the educational program both for the pupil and the community. Professional development requires money outlays as well as encouragement. When one considers the amount of money spent by private firms on management education, it is doubtful that most school systems begin to compare with business and industry in terms of the amount of budget allocated for this function. The problem of professional development would seem to be particularly troublesome for the smaller, rural based school systems without convenient access to colleges and universities.

Those persons and organizations responsible for the collective negotiations function for the school system or teacher organizations in the State of Washington will note the high level of dissatisfaction by teachers regarding the positive affects of collective negotiations on the quality of education and professional status of teaching. This high level of dissatisfaction by both groups may be explained by the relative newness of collective negotiations in the State of Washington or the fact that formalized negotiations are limited to a relatively small number of systems in the State. However, it is doubtful that these reasons account for the total difference. It should be expected that the teacher organizations will need to respond to these areas of dissatisfaction if they expect to have a high degree of unity within the organization. Finally, if it can be shown that collective negotiations benefited education, there might be more support by the general public for changes resulting from collective bargaining both in terms of salary increases and other elements of the job.

9. What implications emenate from the findings for secondary school teachers in the State of Washington and Sweden? Where do these two sample populations of teachers feel the greatest need for improvements? For the Washington sample we again find that favorable facilities and services, professional development and information constitute weak areas as the teacher perceived the situation. Furthermore, either the junior or senior high school teacher samples are dissatisfied with entrance standards, administration support for professional associations and salaries.

Finally, the Washington secondary teachers show high dissatisfaction with the affect of collective negotiations on salaries, participation in decision-making, and overall increase in satisfaction. To the extent that these areas are also rated as highly important to the teacher, active response is called for by the administration.

Swedish teachers at the secondary level seem to experience dissatisfaction on the same elements as those found for the Washington teachers. Swedish teachers seem quite displeased (high need deficiency score) on facilities and services, entrance standards into the field, and administration support for professional development and professional associations themselves. For some reason, the gymnasium teachers are also quite dissatisfied with their work load. The Swedish secondary teachers also find a very high level of dissatisfaction with the affect of collective negotiations on salaries, participation in decision-making and overall increase in satisfaction.

Corrective action might call for one or more of the following responses on the part of administrators at the secondary level:

a. Perhaps greater teacher participation in the development plans for new building and equipment through membership on such committees, where this is not being done now.

b. Increased commitment of funds and attention to programs for teacher development with some channel by which teachers can point out areas of greatest professional need. Such needs may not be served adequately by the accumulation of additional college credits during the summer. Other means available are through support of professional association (music, science, etc.) membership.

c. The collective bargaining issues raise some more difficult problems for corrective action. There are undoubtedly many reasons for teacher discontent in this area. However, when one considers the level of discontent, prompt attention seems in order. If the teacher associations themselves can show how reduced classroom size contributes to the quality of education, then it would seem the administration, teachers and community would be more favorably disposed to such plans. Whether rightly or wrongly based, the public is calling for more accountability on the part of education at all levels of the educational process. Those persons who argue that more experience with collective negotiations will result in more support by teachers for the bargaining process should be discouraged by the Swedish findings.

10. Comparison of perceptions of teacher attitudes held by secondary school principals and the attitudes of the teachers themselves illustrates some interesting similarities and differences. In many areas the principals' perception of teacher attitudes are quite congruent with that of the secondary school teachers. This congruency exists for approximately half of the comparisons at the unior and senior high school levels. Accuracy in such judgment probably provides for more effective communication between the principal and his staff although there is no assurance that the principal (or school administration) will take such action to remedy the problem areas as they are perceived to exist. However, this perceptual disparity is more acute for our Washington sample.

    If our sample populations are typical of all teachers in Washington State and Sweden, then it is evident that strong disparity also exists in the responses of the two groups (principal and teacher). Overall, the principals view teachers as more satisfied with the various elements than the teachers themselves. For the job satisfaction questions, this phenomena is particularly evident for those questions dealing with rapport with principal, satisfying teaching experience and reasonable occupational status. Greatest disparity for perceived professional characteristics exists for administration support for entrance standards, professional development and professional associations as well as for encouragement of collegiality. The two populations seem to be in relatively more agreement on the three elements of collective negotiations though both groups see the teacher as generally or strongly dissatisfied with these elements.

    We are unable to offer any panaceas for solving these discrepancies between the perceptions of the two groups. Overall, it would seem most advisable that the building principal and his staff have a mechanism by which they can identify correctly the level of teacher attitudes toward the various elements of their job. Where communications are not effective this problem is more evident. We recognize that the principal has to play a difficult role in terms of balancing off the interests of the teaching staff and the central administration. Therefore, there will be some areas in which corrective action in terms of the teachers' attitudes is limited by scarcity of resources or policy of central administration. However, where the principal is incorrect in terms of his perception and corrective action is possible, such improvements in perception are expected to have a favorable reaction on teacher attitudes as well as teacher attitudes toward the principal.

Implications for Future Research

The carrying out of research usually results in recognition of methodological difficulties and triggers interest in further research. This research was of a similar nature. Certain questions evolved concerning the methodology itself.

First, there were some concerns regarding that part of each question dealing with "what should be?" Is the respondent using a moral, ideal or practically attainable criterion for responding to the question? Even if the respondent was given the standard by which to judge "what should be," it might be difficult for him to clearly separate these three criteria in his own mind.

Secondly, the importance of the element to the respondent is an important qualifying factor. Unfortunately, we were unable to incorporate this measure into the need deficiency score in a manner which we could defen methodologically, Thus, perceived importance was only reported by itself. Its value was largely related to acting as a weighting measure for each of the specific elements within the three major variables of job satisfaction professionalism, and collective negotiations.

Finally, cross-cultural research raises many questions. For our study, the comparison of somewhat dissimilar systems of educational administration required the dropping of 7 questions from the Swedish questionnaires. This limitation resulted in our inability to run some of the analysis while qualifying other results.

Where might future research efforts prove rewarding? Several possibilities emerge for future research which include:

1. Utilizing a sample of teachers from one of the very large city school systems such as New York, Chicago, or Los Angeles. Our sample did not include such a city where social, economic and political factors might contribute to lower dissatisfaction with at least two of the three attitudinal variables. The strength of the American Federation of Teachers is in the larger American cities. Is there a causal factor for the phenomena that teachers in these large cities have generally chosen the more militant organization?

2. Longitudinal research which might provide an indication of the affect of time and events on teacher attitudes. In this way we could measure the affect of time on the perceptions of American teachers toward collective negotiations. We would also be able to test for the affect of time on congruency between teacher views and those views which principals feel their teachers exhibit.

3. Replication of this study using a similar population from the elementary school levels in the two countries. It is expected that we would find higher levels of satisfaction, perhaps lower felt need for professionalism and lower need for collective negotiations on the part of the Washington sample. Would we find the same situation for the Swedish elementary school teachers?

4. Finally, structural factors are expected to play some role in teacher perceptions. Such factors as size of faculty, student enrollment, span of control, etc. have been shown to affect attitudes in other settings. Designing the research study to include a cross-section of schools and their staffs would allow such an analysis. A further test might include some measure of relative performance of particular schools as judged by Central Administration or other competent body. Such research would allow us to relate the importance of teacher satisfaction to educational performance. If it can be shown that those schools with higher felt satisfaction by their teaching staffs are also more effective, then more positive action would be forthcoming from both the Administration and community.

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APPENDIX A

Cover Letter and Questionnaire Sent to Primary and Secondary School Teachers in Washington State

April 1, 1971

Dear Teacher:

How do public school teachers view the importance of professionalism, job satisfaction, and collective or professional negotiations? Furthermore, does one find direct or inverse relationships between these three categories? Finally, are these attitudes generalizable or limited to a particular society?

These questions generated my desire to explore the subject of teacher attitudes and to determine the interrelationship or attitudes toward the three topic areas of job satisfaction, professionalism, and collective or professional negotiations. Some of our previous research in a local area had focused on the first two questions. Would our findings hold true when using a statewide sample or sample teacher populations in different countries?

To seek answers to these questions, I would appreciate your participation in this study. The enclosed questionnaire is being sent to over a thousand public school teachers in the State of Washington and a smaller number of teachers in Sweden. The reason for using Sweden is two-fold. First, Sweden leads the world in the percentage of professional employees affiliated with associations bargaining over salary and working conditions. Secondly, I am familar with the Swedish system through previous research and contacts.

The enclosed questionnaire has been reviewed and approved by the leadership of the Washington Education Association, the Washington Federation of Teachers, and the National Association of Secondary School Teachers in Sweden. It was made clear that the replies would remain confidential. The member associations will receive copies of the final report of the study. All tabulation and analysis of results will be undertaken here at the University of Washington.

As to the questionnaire, I believe that you will find the instructions quite clear and understandable. Furthermore, your time involvement should be minimal. If you should have any specific questions dealing with the study, please feel free to write to me. Finally, I wish to express my appreciation to you for completing the questionnaire.

Sincerely yours,

Richard B. Peterson

Richard B. Peterson
Study Director and Assistant Professor

Graduate School of Business Administration
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WASHINGTON TEACHERS AND PRINCIPALS

Teacher Attitude Questionnaire

CONFIDENTIAL: The results of this survey will be kept confidential. Identity of individuals will not be disclosed. Data will be reported in the form of totals for the various groupings.

Part I: Background Data

Please make a cross mark (x) to the left of the appropriate entry which best represents you.

1a. Level of teaching
_____secondary (7th, 8th & 9th grades)
_____secondary (10th, 11th, & 12th grades)
_____primary (1st thru 6th grades)

1b. Level of principal
_____(7th, 8th & 9th grades)
_____(10th, 11th & 12th grades)

2. Sex:

_____male
_____female

3. Marital status:
_____single, divorced, separated, or widowed
_____married

4. Age of responding teacher:
_____up to 25 years old
_____25 - 34 years old
_____35 - 44 years old
_____45 - 54 years old
_____55 - 64 years old
_____65 years old and above

5. Level of formal higher education:
_____less than first university degree
_____first university degree (Bachelors)
_____advanced university degree (Masters, Doctoral, or equivalent)

6. Years of teaching experience (including present one):
_____less than 5 years teaching experience
_____ 5 - 9 years
_____ 10 or more years

7. Professional affiliation (check only one category)
_____National Education Association
_____American Federation of Teachers
_____Both NEA and AFT

8. What is the occupational background of your father? (optional)
_____unskilled, semi-skilled, or skilled (farm or factory work)
_____clerical
_____technical or professional
_____managerial or executive

9. Was your early (up to 21 years of age) background primarily:
_____urban
_____rural

TEACHER QUESTIONNAIRE

In Parts II through IV of this questionnaire will be listed a number of characteristics or qualities connected with your present teaching position. For each characteristic, you are asked to provide three ratings:

a. How much of the characteristic is there now connected with your position?

b. How much of the characteristic do you believe should be connected with your present teaching position?

c. How important is this characteristic to you?

Each rating is to be placed along a seven-point scale such as the following:

minimum 1 2 3 4 5 6 7 maximum

Please circle the number on the scale that represents the amount of the characteristic being rated. For example, if you think that there is "none or very little" of the characteristic associated with your present position, circle 1. If, on the other hand, there is a "maximum" of the characteristic present, you would circle number 7. If you think there is "just a little," you would circle number 2. If you think that there is a "great deal but not a maximum amount," you would circle number 6. You would circle number 3 if you think there is a "low amount" of the characteristic, while number 5 would be circled if you think that there is a "fairly large amount" of the characteristic in evidence. Finally, you would circle number 4 if you think that there is a "moderate amount" of the characteristic.

PART II: Job Satisfaction

My present teaching position provides favorable rapport with my Principal:

10. How much is there now? minimum 1 2 3 4 5 6 7 maximum
11. How much should there be? minimum 1 2 3 4 5 6 7 maximum
12. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

My present teaching position provides a satisfying teaching experience:

13. How much is there now? minimum 1 2 3 4 5 6 7 maximum
14. How much should there be? minimum 1 2 3 4 5 6 7 maximum
15. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

My present teaching position provides a favorable rapport among my fellow teachers:

16. How much is there now? minimum 1 2 3 4 5 6 7 maximum
17. How much should there be? minimum 1 2 3 4 5 6 7 maximum
18. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

My present teaching position provides a reasonable salary:

19. How much is there now? minimum 1 2 3 4 5 6 7 maximum
20. How much should there be? minimum 1 2 3 4 5 6 7 maximum
21. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

My present teaching position requires a reasonable work load:

22. How much is there now? minimum 1 2 3 4 5 6 7 maximum
23. How much should there be? minimum 1 2 3 4 5 6 7 maximum
24. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

My present teaching position allows me to have influence on curriculum development:

25. How much is there now? minimum 1 2 3 4 5 6 7 maximum
26. How much should there be? minimum 1 2 3 4 5 6 7 maximum
27. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

My present teaching position provides a reasonable occupational status:

28. How much is there now? minimum 1 2 3 4 5 6 7 maximum
29. How much should there be? minimum 1 2 3 4 5 6 7 maximum
30. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

Favorable community support for education exists in my present teaching position:

31. How much is there now? minimum 1 2 3 4 5 6 7 maximum
32. How much should there be? minimum 1 2 3 4 5 6 7 maximum
33. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

Favorable school facilities and services exist in my present teaching position:

34. How much is there now? minimum 1 2 3 4 5 6 7 maximum
35. How much should there be? minimum 1 2 3 4 5 6 7 maximum
36. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

My present teaching position provides me reasonable protection from undue pressures:

37. How much is there now? minimum 1 2 3 4 5 6 7 maximum
38. How much should there be? minimum 1 2 3 4 5 6 7 maximum
39. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

PART III: Professionalism

In my present teaching position, the teacher is provided with autonomy in carrying out his or her responsibility:

40. How much is there now? minimum 1 2 3 4 5 6 7 maximum
41. How much should there be? minimum 1 2 3 4 5 6 7 maximum
42. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, the teachers have decision-making power in those areas directly related to classroom instruction:

43. How much is there now? minimum 1 2 3 4 5 6 7 maximum
44. How much should there be? minimum 1 2 3 4 5 6 7 maximum
45. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, the school administration is supportive of the need for improved academic and prior-performance standards for entrance into the teaching field:

46. How much is there now? minimum 1 2 3 4 5 6 7 maximum
47. How much should there be? minimum 1 2 3 4 5 6 7 maximum
48. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, the school administration provides encouragement (time and financial) for professional development for courses, seminars, workshops, etc.:

49. How much is there now? minimum 1 2 3 4 5 6 7 maximum
50. How much should there be? minimum 1 2 3 4 5 6 7 maximum
51. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, the school administration encourages involvement by the teachers in professional (such as music, math, social sciences, etc.) associations:

52. How much is there now? minimum 1 2 3 4 5 6 7 maximum
53. How much should there be? minimum 1 2 3 4 5 6 7 maximum
54. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, the primary thrust of my teaching activities focuses upon serving the educational needs of the pupils:

55. How much is there now? minimum 1 2 3 4 5 6 7 maximum
56. How much should there be? minimum 1 2 3 4 5 6 7 maximum
57. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, there is encouragement of collegial (peer) relationships among the members of the teaching staff:

58. How much is there now? minimum 1 2 3 4 5 6 7 maximum
59. How much should there be? minimum 1 2 3 4 5 6 7 maximum
60. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, attention is focused upon professional standards of classroom performance:

61. How much is there now? minimum 1 2 3 4 5 6 7 maximum
62. How much should there be? minimum 1 2 3 4 5 6 7 maximum
63. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

PART IV: Collective or Professional Negotiations

In my present teaching position, negotiations have resulted in improved salary for teachers:

64. How much is there now? minimum 1 2 3 4 5 6 7 maximum
65. How much should there be? minimum 1 2 3 4 5 6 7 maximum
66. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, negotiations have resulted in improved quality of education for the students:

67. How much is there now? minimum 1 2 3 4 5 6 7 maximum
68. How much should there be? minimum 1 2 3 4 5 6 7 maximum
69. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, negotiations have enhanced the professional status of teaching:

70. How much is there now? minimum 1 2 3 4 5 6 7 maximum
71. How much should there be? minimum 1 2 3 4 5 6 7 maximum
72. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, the school administration recognizes the legitimacy of the negotiation process:

73. How much is there now? minimum 1 2 3 4 5 6 7 maximum
74. How much should there be? minimum 1 2 3 4 5 6 7 maximum
75. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, teachers have the right to strike or withhold services as a last resort:

76. How much is there now? minimum 1 2 3 4 5 6 7 maximum
77. How much should there be? minimum 1 2 3 4 5 6 7 maximum
78. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, binding arbitration (by private arbitrator) would be an effective method of resolving differences between teachers and school administration:

79. How much is there now? minimum 1 2 3 4 5 6 7 maximum
80. How much should there be? minimum 1 2 3 4 5 6 7 maximum
81. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, negotiations have resulted in greater participation by teachers in the decision-making process:

82. How much is there now? minimum 1 2 3 4 5 6 7 maximum
83. How much should there be? minimum 1 2 3 4 5 6 7 maximum
84. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, negotiations have resulted in overall increase in satisfaction with my job:

85. How much is there now? minimum 1 2 3 4 5 6 7 maximum
86. How much should there be? minimum 1 2 3 4 5 6 7 maximum
87. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

PART V: Overall Remarks

88. On an overall basis, I am satisfied with my present teaching position:

disagree 1 2 3 4 5 6 7 agree

89. On an overall basis, I feel that my present position affords opportunities for meeting professional expectations:

disagree 1 2 3 4 5 6 7 agree

90. On an overall basis, I am content with the salary and working conditions in my present position (whether as a result of negotiations or determination by school administration):

disagree 1 2 3 4 5 6 7 agree

91. High professional values are compatible with support for collective bargaining (professional negotiations):

disagree 1 2 3 4 5 6 7 agree

92. High level of job satisfaction is compatible with support for collective bargaining or professional negotiations:

disagree 1 2 3 4 5 6 7 agree

APPENDIX B

Cover Letter and Questionnaire Sent to Secondary School Principals in Washington State

April 1, 1971

Dear Principal:

How do public school teachers view the importance of professionalism, job satisfaction, and collective or professional negotiations? Furthermore, does one find direct or inverse relationships between these three categories? Finally, are these attitudes generalizable or limited to a particular society?

These questions generated my desire to explore the subject of teacher attitudes and to determine the interrelationship or attitudes toward the three topic areas of job satisfaction, professionalism, and collective or professional negotiations. Some of our previous research in a local area had focused on the first two questions. Would our findings hold true when using a statewide sample or sample teacher populations in different countries?

A final facet of the study is to determine whether principals of secondary schools in the two countries are in agreement with their teachers as to the teachers' attitudes toward these three facets of their job. You are one of approximately 150-200 principals in the State of Washington and Sweden receiving this questionnaire.

To seek answers to these questions, I would appreciate your participation in this study. The enclosed questionnaire is being sent to over a thousand public school teachers in the State of Washington and a smaller number of teachers in Sweden. The reason for using Sweden is two-fold. First, Sweden leads the world in the percentage of professional employees affiliated with associations bargaining over salary and working conditions. Secondly, I am familiar with the Swedish system through previous research and contacts.

The enclosed questionnaire has been reviewed and approved by the leadership of the Washington Education Association, the Washington Federation of Teachers, and the National Association of Secondary School Teachers in Sweden. It was made clear that the replies would remain confidential. The member associations will receive copies of the final report of the study. All tabulations and analysis of results will be undertaken here at the University of Washington.

As to the questionnaire, I believe that you will find the instructions quite clear and understandable. Furthermore, your time involvement should be minimal. If you should have any specific questions dealing with the study, please feel free to write to me. Finally, I wish to express my appreciation to you for completing the questionnaire.

Sincerely yours,

Richard B. Peterson

Richard B. Peterson
Study Director and Assistant Professor

Graduate School of Business Administration
Mackenzie Hall
University of Washington
Seattle, Washington 98105

WASHINGTON TEACHERS AND PRINCIPALS

Teacher Attitude Questionnaire

CONFIDENTIAL: The results of this survey will be kept confidential. Identity of individuals will not be disclosed. Data will be reported in the form of totals for the various groupings.

Part I: Background Data

Please make a cross mark (x) to the left of the appropriate entry which best represents you.

1a. Level of teaching
_____secondary (7th, 8th & 9th grades)
_____secondary (10th, 11th, & 12th grades)
_____primary (1st thru 6th grades)

1b. Level of principal
_____(7th, 8th & 9th grades)
_____(10th, 11th & 12th grades)

2. Sex:

_____male
_____female

3. Marital status:
_____single, divorced, separated, or widowed
_____married

4. Age of responding teacher:
_____up to 25 years old
_____25 - 34 years old
_____35 - 44 years old
_____45 - 54 years old
_____55 - 64 years old
_____65 years old and above

5. Level of formal higher education:
_____less than first university degree
_____first university degree (Bachelors)
_____advanced university degree (Masters, Doctoral, or equivalent)

6. Years of teaching experience (including present one):
_____less than 5 years teaching experience
_____ 5 - 9 years
_____ 10 or more years

7. Professional affiliation (check only one category)
_____National Education Association
_____American Federation of Teachers
_____Both NEA and AFT

8. What is the occupational background of your father? (optional)
_____unskilled, semi-skilled, or skilled (farm or factory work)
_____clerical
_____technical or professional
_____managerial or executive

9. Was your early (up to 21 years of age) background primarily:
_____urban
_____rural

TEACHER QUESTIONNAIRE

In Parts II through IV of this questionnaire will be listed a number of characteristics or qualities connected with your present teaching position. For each characteristic, you are asked to provide three ratings:

a. How much of the characteristic is there now connected with your position?

b. How much of the characteristic do you believe should be connected with your present teaching position?

c. How important is this characteristic to you?

Each rating is to be placed along a seven-point scale such as the following:

minimum 1 2 3 4 5 6 7 maximum

Please circle the number on the scale that represents the amount of the characteristic being rated. For example, if you think that there is "none or very little" of the characteristic associated with your present position, circle 1. If, on the other hand, there is a "maximum" of the characteristic present, you would circle number 7. If you think there is "just a little," you would circle number 2. If you think that there is a "great deal but not a maximum amount," you would circle number 6. You would circle number 3 if you think there is a "low amount" of the characteristic, while number 5 would be circled if you think that there is a "fairly large amount" of the characteristic in evidence. Finally, you would circle number 4 if you think that there is a "moderate amount" of the characteristic.

PART II: Job Satisfaction

My present teaching position provides favorable rapport with my Principal:

10. How much is there now? minimum 1 2 3 4 5 6 7 maximum
11. How much should there be? minimum 1 2 3 4 5 6 7 maximum
12. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

My present teaching position provides a satisfying teaching experience:

13. How much is there now? minimum 1 2 3 4 5 6 7 maximum
14. How much should there be? minimum 1 2 3 4 5 6 7 maximum
15. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

My present teaching position provides a favorable rapport among my fellow teachers:

16. How much is there now? minimum 1 2 3 4 5 6 7 maximum
17. How much should there be? minimum 1 2 3 4 5 6 7 maximum
18. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

My present teaching position provides a reasonable salary:

19. How much is there now? minimum 1 2 3 4 5 6 7 maximum
20. How much should there be? minimum 1 2 3 4 5 6 7 maximum
21. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

My present teaching position requires a reasonable work load:

22. How much is there now? minimum 1 2 3 4 5 6 7 maximum
23. How much should there be? minimum 1 2 3 4 5 6 7 maximum
24. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

My present teaching position allows me to have influence on curriculum development:

25. How much is there now? minimum 1 2 3 4 5 6 7 maximum
26. How much should there be? minimum 1 2 3 4 5 6 7 maximum
27. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

My present teaching position provides a reasonable occupational status:

28. How much is there now? minimum 1 2 3 4 5 6 7 maximum
29. How much should there be? minimum 1 2 3 4 5 6 7 maximum
30. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

Favorable community support for education exists in my present teaching position:

31. How much is there now? minimum 1 2 3 4 5 6 7 maximum
32. How much should there be? minimum 1 2 3 4 5 6 7 maximum
33. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

Favorable school facilities and services exist in my present teaching position:

34. How much is there now? minimum 1 2 3 4 5 6 7 maximum
35. How much should there be? minimum 1 2 3 4 5 6 7 maximum
36. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

My present teaching position provides me reasonable protection from undue pressures:

37. How much is there now? minimum 1 2 3 4 5 6 7 maximum
38. How much should there be? minimum 1 2 3 4 5 6 7 maximum
39. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

PART III: Professionalism

In my present teaching position, the teacher is provided with autonomy in carrying out his or her responsibility:

40. How much is there now? minimum 1 2 3 4 5 6 7 maximum
41. How much should there be? minimum 1 2 3 4 5 6 7 maximum
42. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, the teachers have decision-making power in those areas directly related to classroom instruction:

43. How much is there now? minimum 1 2 3 4 5 6 7 maximum
44. How much should there be? minimum 1 2 3 4 5 6 7 maximum
45. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, the school administration is supportive of the need for improved academic and prior-performance standards for entrance into the teaching field:

46. How much is there now? minimum 1 2 3 4 5 6 7 maximum
47. How much should there be? minimum 1 2 3 4 5 6 7 maximum
48. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, the school administration provides encouragement (time and financial) for professional development for courses, seminars, workshops, etc.:

49. How much is there now? minimum 1 2 3 4 5 6 7 maximum
50. How much should there be? minimum 1 2 3 4 5 6 7 maximum
51. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, the school administration encourages involvement by the teachers in professional (such as music, math, social sciences, etc.) associations:

52. How much is there now? minimum 1 2 3 4 5 6 7 maximum
53. How much should there be? minimum 1 2 3 4 5 6 7 maximum
54. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, the primary thrust of my teaching activities focuses upon serving the educational needs of the pupils:

55. How much is there now? minimum 1 2 3 4 5 6 7 maximum
56. How much should there be? minimum 1 2 3 4 5 6 7 maximum
57. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, there is encouragement of collegial (peer) relationships among the members of the teaching staff:

58. How much is there now? minimum 1 2 3 4 5 6 7 maximum
59. How much should there be? minimum 1 2 3 4 5 6 7 maximum
60. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, attention is focused upon professional standards of classroom performance:

61. How much is there now? minimum 1 2 3 4 5 6 7 maximum
62. How much should there be? minimum 1 2 3 4 5 6 7 maximum
63. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

PART IV: Collective or Professional Negotiations

In my present teaching position, negotiations have resulted in improved salary for teachers:

64. How much is there now? minimum 1 2 3 4 5 6 7 maximum
65. How much should there be? minimum 1 2 3 4 5 6 7 maximum
66. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, negotiations have resulted in improved quality of education for the students:

67. How much is there now? minimum 1 2 3 4 5 6 7 maximum
68. How much should there be? minimum 1 2 3 4 5 6 7 maximum
69. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, negotiations have enhanced the professional status of teaching:

70. How much is there now? minimum 1 2 3 4 5 6 7 maximum
71. How much should there be? minimum 1 2 3 4 5 6 7 maximum
72. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, the school administration recognizes the legitimacy of the negotiation process:

73. How much is there now? minimum 1 2 3 4 5 6 7 maximum
74. How much should there be? minimum 1 2 3 4 5 6 7 maximum
75. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, teachers have the right to strike or withhold services as a last resort:

76. How much is there now? minimum 1 2 3 4 5 6 7 maximum
77. How much should there be? minimum 1 2 3 4 5 6 7 maximum
78. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, binding arbitration (by private arbitrator) would be an effective method of resolving differences between teachers and school administration:

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80. How much should there be? minimum 1 2 3 4 5 6 7 maximum
81. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, negotiations have resulted in greater participation by teachers in the decision-making process:

82. How much is there now? minimum 1 2 3 4 5 6 7 maximum
83. How much should there be? minimum 1 2 3 4 5 6 7 maximum
84. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

In my present teaching position, negotiations have resulted in overall increase in satisfaction with my job:

85. How much is there now? minimum 1 2 3 4 5 6 7 maximum
86. How much should there be? minimum 1 2 3 4 5 6 7 maximum
87. How important is this to me? minimum 1 2 3 4 5 6 7 maximum

PART V: Overall Remarks

88. On an overall basis, I am satisfied with my present teaching position:

disagree 1 2 3 4 5 6 7 agree

89. On an overall basis, I feel that my present position affords opportunities for meeting professional expectations:

disagree 1 2 3 4 5 6 7 agree

90. On an overall basis, I am content with the salary and working conditions in my present position (whether as a result of negotiations or determination by school administration):

disagree 1 2 3 4 5 6 7 agree

91. High professional values are compatible with support for collective bargaining (professional negotiations):

disagree 1 2 3 4 5 6 7 agree

92. High level of job satisfaction is compatible with support for collective bargaining or professional negotiations:

disagree 1 2 3 4 5 6 7 agree

APPENDIX C

Cover Letter and Questionnaire Sent to Secondary School Teachers in Sweden

Bästa Kollega!

Hur ser lärarna på sitt yrke? Vilken grad av tillfredsställelse känner de i sitt arbete? Vilken inställning har de till fackpolitiken? Finns det något direkt eller indirekt samband mellan dessa tre frågeställningar? Är slutligen deras attityder generella, eller är de begränsade till ett enstaka land?

Dessa problemställningar ligger bakom min önskan att undersöka vissa lärarattityder och att söka det ev. sambandet mellan de tre faktorerna ovan: yrkesmedvetandet, tillfredsställelsen med arbetet, den fackliga politiken. En del tidigare undersökningar på lokalt plan koncentrerade sig på de bägge första frågorna. Hur långt håller dessa resultat, om vi vidgar fältet, även till ett helt land eller till lärare från olika länder?

För att få svar på dessa frågpr vänder jag mig till Er och vore tacksam för Ert bistånd i undersökningen. Bifogade frågeformulär sänds ut till tusen lärare i staten Washington och till ett mindre antal i Sverige. Jag har två anledningar att välja Sverige som jämförelseobjekt. För det första har Sverige världens högsta procentandel fackföreningsanslutna lärare. För det andra känner jag det svenska systemet från tidigare forskning och kontakter.

Åtskilliga av frågorna i formuläret kan förefalla föga relevanta för svenska förhållanden --- som den haltande numreringen antyder, har många fått utgå. Målsättningen är emellertid att få till stånd en jämförelse mellan den svenska lärarens reaktioner inför sin yrkessituation och hans amerikanske kollegas upplevelse av sin ställning. I båda fall blir det en personlig värdering både av ett system, som ligger utanför den enskildes räckvidd och påverkan, och av en mer närliggande miljökonfrontation, där personliga faktorer spelar en mer omedelbar roll. I det svenska frågeformuläret har termen "myndigheterna" fått ersätta en skiftande uppsättning administrativa organ, som saknar relevans för det konforma svenska skolsystemet. Somliga av de myndigheter som reaktionerna kommer att beröra ligger på högsta plan; andra är lokala, allt intill rektor och kollegor.

De lärare undersökningen vänder sig till i Sverige är anställda i gymnasieskolan eller på grundskolans högstadium; i staten Washington inom the high school. Därutöver vill vi också veta, hur skolledarna anser, att lärarna vid deras skola ser på sin situation.

Bifogade frågeformulär har granskats och godkänts av ledningen för Washington Education Association, Washington Federation of Teachers, och Lärarnas Riksförbund. Självklart är svaren konfidentiella. Lärarförbunden kommer att få kopior av redogörelsen för undersökningen, då den slutförts. All bearbetning utförs här, vid University of Washington.

Vad beträffar frågeformuläret bör Ni hålla i minnet, att det siktar till en undersökning av åsikter och värderingar och deras olika graderingar. Även där frågorna ter sig osvenska, antyder de i vissa fall ett teoretiskt tänkt alternativ. I andra fall är utgångspunkten och värderingen relevanta för USA, och den svenska reaktionen på dem blir av värde i sin egenskap av en utomståendes kommentar -- kanske korrektiv -- och erfarenhet.

Så lästa tror vi Ni finner instruktioner och frågor förståeliga. Jag hoppas Er medverkan bara behöver kräva ett minimum av tid. Om Ni har några speciella frågor rörande undersökningen, så skriv till mig.

För att minska portokostnaden bör Ert frågeformulär sändas till LR, när Ni fyllt i det. Svaren kommer därpå att översändas till mig oöpnade.

Låt mig slutligen uttrycka min stora uppskattning över Ert bistånd.

Högaktningsfullt

Richard B. Peterson.
Study Director and
Assistant Professor

Graduate School of Business Administration,
Mackenzie Hall
University of Washington
Seattle, Washington, 98105

P.S. För den del av undersökningen, som vänder sig till svenska lärare, har jag konsulterat professor Karl-Ivar Hildeman vid University of Washington och Lärarhögskolan i Stockholm.

SVENSKA LÄRARE OCH REKTORER

Frågeformulär rörande lärarattityder.

KONFIDENTIELLT: Resultaten av denna undersökning kommer att vara konfidentiella. Individuell identitet skall inte avslöjas. Data rapporteras som helheter för de olika grupperingarna.

DEL 1: Bakgrundsinformationer

Var vänlig markera med kryss till vänster om det påstående som bäst passar Er.

1a. Undervisningsnivå

___ Grundskolans högstadium (7:de, 8:de och 9:de årskursen)

___ Gymnasiet (1:sta, 2:dra och 3:dje årskursen)

1b. Rektorsnivå

___ Grundskolans högstadium (7:de, 8:de och 9:de årskursen)

___ Gymnasiet (1:sta, 2:dra och 3:dje årskursen)

2. Kön

___ manlig

___ kvinnlig

3. Civilstånd

___ ogift, skild, ej sammanboende med make(-a), änka, änkling

___ gift

4. Lärarens ålder

___ upp till 25 år

___ 25 - 34 år

___ 35 - 44 år

___ 45 - 54 år

___ 55 - 64 år

___ 65 år eller mer

5. Utbildningsnivå

_____ lägre än universitetsexamen

_____ Fil. mag.

_____ Doktorsgrad eller lic.

6. Antal år av undervisningserfarenhet - inkl. det närvarande.

_____ mindre än 5 år

_____ 5 - 9 år

_____ 10 år eller mer

7. Fackförbund (markera bara en kategori)

_____ Lärarnas Riksförbund

_____ Rektorsföreningen (Skolledarförbundet)

8. Vilken är Er faders yrkesbakgrund? (Kan utelämnas)

_____ Lantbrukare eller arbetare

_____ Tjänsteman

_____ Akademiker, lärare, etc.

_____ Chefsposition i privat eller allmän tjänst.

9. Växte Ni upp (in till 21 års ålder) huvudsakligen:

_____ i stad _____ på landet

FRÅGEFORMULÄR

I den II - IV av detta frågeformulär framkastas en rad påståenden eller omdömen. De rör Ert yrke, sådant det ter sig just nu. Var god och bedöm varje påstående ur tre synvinklar:

A. I vilken grad stämmer det med Er yrkessituation just nu?

B. I vilken grad borde det stämma med Er yrkessituation, sådan den f.n. är, enligt Er mening?

C. Hur pass viktigt är detta påstående eller denna probelmställning för Er?

Ringa in den siffra på skalan, som Ni anser ger bäst värdering av påståendet. Om Ni exempelvis tycker, att "ingenting eller mycket litet" passar in på Er situation, ritar Ni en ring kring 1. Ifall å andra sidan påståendet/omdömet stämmer "maximalt", så ringa in 7. Om Ni menar att "ganska litet" är relevant, så dra ringen kring 2. Ifall "det mesta men inte allt" passar ihop med Er åsikt, bör Ni begagna 6. Välj 3, ifall Ni anser, att påståendet gäller "bara i gränsad utsträckning", men 5 när det stämmer "tämligen väl". 4 anger, att påståendet går "någorlunda" ihop med Er uppfattning.

DEL II: Tillfredställelse i arbetet

I mitt arbete är förhållandet till mina överordnade (rector, etc.) gott.

10. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
11. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
12. Hur viktigt är detta för mig? minimum 1 2 3 4 5 6 7 maximum

I mitt arbete trivs jag, när jag får undervisa.

13. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
14. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
15. Hur viktigt är detta för mig? minimum 1 2 3 4 5 6 7 maximum

I mitt arbete trivs jag med mina kolleger.

16. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
17. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
18. Hur viktigt är detta för mig? mimimum 1 2 3 4 5 6 7 maximum

Min anställning ger mig en hygglig lön.

19. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
20. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
21. Hur viktigt är detta för mig? mimimum 1 2 3 4 5 6 7 maximum

Min anställning medför en rimlig arbetsbörda.

22. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
23. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
24. Hur viktigt är detta för mig? minimum 1 2 3 4 5 6 7 maximum

Min anställning ger mig inflytande på undervisningens uppläggning i klassrummet.

25. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
26. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
27. Hur viktigt är detta för mig? minimum 1 2 3 4 5 6 7 maximum

Min anställning ger mig en rimlig yrkesstatus.

28. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
29. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
30. Hur viktigt är detta för mig? minimum 1 2 3 4 5 6 7 maximum

I mitt arbete finns skolmaterial och service att tillgå i rimlig utsträckning.

34. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
35. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
36. Hur viktigt är detta för mig? minimum 1 2 3 4 5 6 7 maximum

DEL III: Yrkessituation.

I mitt arbete avgör läraren själv hur han utformar sin åligganden.

40. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
41. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
42. Hur viktigt är detta för mig? minimum 1 2 3 4 5 6 7 maximum

I mitt arbete har lärarna bestämmanderätt när det gäller undervisningens utformning i klassrummet.

43. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
44. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
45. Hur viktigt är detta för mig? minimum 1 2 3 4 5 6 7 maximum

I mitt yrke stöder myndigheterna kravet på ökad akademist och undervisningsmetodisk standard för blivande lärare.

46. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
47. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
48. Hur viktigt är detta för mig? minimum 1 2 3 4 5 6 7 maximum

I mitt yrke uppmuntrar myndigheterna fortbildning, och ställer pengar och tid till förfogande för kurser, etc.

49. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
50. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
51. Hur viktigt är detta för mig? minimum 1 2 3 4 5 6 7 maximum

I mitt arbete uppmuntrar myndigheterna lärarnas arbete inom ämnesföreningar (typ Svensklärarnas Riksförbund).

52. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
53. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
54. Hur viktigt är detta för mig? minimum 1 2 3 4 5 6 7 maximum

I mitt arbete är min huvudmålsättning för undervisningen att tillgodose elevens utbildningsbehov (i motsats till mitt eget intresse för mitt ämne, etc.)

55. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
56. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
57. Hur viktigt är detta för mig? minimum 1 2 3 4 5 6 7 maximum

I mitt arbete uppmuntras samarbete mellan lärarna.

58. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
59. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
60. Hur viktigt är detta för mig? minimum 1 2 3 4 5 6 7 maximum

I mitt arbete lägger man största vikten vid lärarens förmåga som undervisare (vid klassrumssituationen).

61. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
62. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
63. Hur viktigt är detta för mig? minimum 1 2 3 4 5 6 7 maximum

DEL IV: Facklig politik

I mitt yrke har fackliga förhandligar resulterat i förbättrade löner för lärarna.

64. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
65. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
66. Hur viktigt är detta för mig? minimum 1 2 3 4 5 6 7 maximum

I mitt yrke har fackliga förhandlingar medfört större lärarinflytande i beslutsprocesserna.

82. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
83. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
84. Hur viktigt är detta för mig? minimum 1 2 3 4 5 6 7 maximum

I mitt yrke har fackliga avtal medfört ökad tillfredställelse med mitt arbete.

85. Hur sant är påståendet nu? minimum 1 2 3 4 5 6 7 maximum
86. Hur sant borde det vara? minimum 1 2 3 4 5 6 7 maximum
87. Hur viktigt är detta för mig? minimum 1 2 3 4 5 6 7 maximum

DEL V: Sammanfattning

88. På det hela taget är jag nöjd med min nuvarande lärarställning:

samtycker ej   1 2 3 4 5 6 7   samtycker

89. På det hela taget känner jag att jag i mitt arbete kan tillgodose yrkets krav.

samtycker ej   1 2 3 4 5 6 7   samtycker

91. Facklig politik är förenlig med yrkesetiken ("kallet").

samtycker ej   1 2 3 4 5 6 7   samtycker

92. Tillfredsställelsen med arbetet utgör inget skäl mot facklig anslutning.

samtycker ej   1 2 3 4 5 6 7   samtycker

APPENDIX D

Membership Data for Participating Organizations

The vast majority of American teachers at the primary and secondary levels are represented either by the National Education Association (NEA) or the American Federation of Teachers (AFT). According to the 1970-1971 NEA Handbook, there were 1,100,155 members of the National Education Association. The vast majority of members were classroom teachers although the Association also includes principals and other personnel. In 1970 there were 39,264 members of their state affiliate in Washington. Unfortunately, the Washington Education Association (WEA) was unable to provide the number of active classroom teachers at the primary and secondary levels. Since WEA also includes administrators, retired teachers, and student members, the number of active teachers within WEA is probably closer to 30,000.

According to an article in the September 1970 issue of the American Teacher, membership in the American Federation of Teachers totalled 205,000, or approximately twelve percent of the teachers. Like the NEA, the AFT membership includes a relatively small percentage of teachers in higher education, with particular focus upon junior colleges and community colleges. Membership in the Washington Federation of Teachers is approximately 2,000, of which approximately 80% are at the primary and secondary levels.

Lärarnas Riksförbund or the National Association of Secondary School Teachers represents approximately 23,536 teachers at the seventh through ninth grades of grundskolan (or comprehensive school) and the gymnasium level.*

Skollardeförbund represents the rektors (principals) at the same levels of the public education system as Lärarnas Riksförbund. The number of rektors belonging to the Association is 1,702.

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*Based upon figures of December 31, 1970. See National Contract Bureau of Statistics, "Teachers of Public Primary Education and Non-Compulsory Schools," (U 1971:6, Stockholm, Sweden).

APPENDIX E

Mean Scores and Standard Deviations for Attitudes Toward Job Satisfaction, Professionalism and Collective Negotiations By Category of Responding Teachers in Washington State and Sweden

APPENDIX E

Mean Scores and Standard Deviations for Attitudes Toward Job Satisfaction, Professionalism and Collective Negotiations By Category of Responding Teachers in Washington State and Sweden

	Washington Teachers (N=569)		Swedish Teachers (N=309)	
Question No.	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Job Satisfaction				
10	5.1703	1.6879	5.9159	1.4232
11	6.3911	.8599	6.5437	1.2800
12	6.0215	1.1373	6.0550	1.2562
13	5.2491	1.3278	5.7282	1.5153
14	6.6057	.6609	6.5987	1.1791
15	6.5799	.6566	6.4304	1.2323
16	5.4230	1.2923	5.8026	1.2830
17	6.2121	.8678	6.3819	1.2365
18	5.8766	1.1638	5.9288	1.4009
19	4.9217	1.4433	4.9159	1.6374
20	6.2406	.9009	6.2265	1.3748
21	5.6804	1.1826	5.6052	1.3361
22	5.3936	1.4407	4.4660	1.7645
23	5.4253	1.1634	6.0680	1.5454
24	5.7655	1.2233	5.7638	1.5414
25	4.3333	1.8930	5.6990	1.5236
26	5.9107	1.0528	6.1683	1.3925
27	5.7893	1.2267	6.0388	1.4045
28	4.8502	1.4043	4.5016	1.6683
29	6.0162	.9926	5.1254	1.7347
30	5.4450	1.3839	4.2362	1.7799

Question No.	Mean Score	Standard Deviation	Mean Score	Standard Deviation
31	4.2844	1.6036	-	-
32	6.5277	.7226	-	-
33	6.2240	.9727	-	-
34	4.4146	1.6299	4.8900	1.5313
35	6.4375	.7493	6.5146	1.2756
36	6.0873	1.0113	5.9968	1.3399
37	4.5430	1.6533	-	-
38	5.5277	1.4963	-	-
39	5.7235	1.3109	-	-
Professionalism				
40	5.4673	.9548	5.5146	1.4607
41	5.7009	.8711	5.8544	1.4397
42	5.9159	.8592	5.7087	1.4277
43	5.4862	1.1516	5.6084	1.4811
44	5.9083	.8113	5.9094	1.4655
45	6.0467	.7817	5.8026	1.3710
46	5.2130	1.3046	3.3851	1.7993
47	6.0280	.9363	6.1489	1.5217
48	5.9434	1.0312	5.4887	1.7010
49	4.4206	1.5724	4.0744	1.6448
50	5.8972	.9410	6.2233	1.3812
51	5.6636	1.0365	5.5955	1.4950
52	4.4673	1.4814	2.2816	1.4644
53	5.6262	1.0327	5.0615	1.9051
54	5.4206	1.2888	4.2945	1.8342
55	5.4434	1.0149	5.1036	1.9761
56	6.4860	.8508	5.4984	2.0899
57	6.5140	.7443	5.1359	2.0051

Question No.	Mean Score	Standard Deviation	Mean Score	Standard Deviation
58	5.0187	1.2737	4.7055	1.6943
59	5.8879	1.0217	6.0583	1.3154
60	5.7944	1.2342	5.4951	1.4828
61	4.8505	1.0799	4.7929	1.8007
62	6.1028	.8348	5.4660	1.5468
63	6.0187	.9415	5.3722	1.4991
64	5.0093	1.3979	3.4919	1.9350
65	5.8037	.9947	6.1974	1.3253
66	5.5794	1.1413	5.4887	1.4981
67	4.4259	1.5779	-	-
68	5.9074	1.2345	-	-
69	5.740	1.4034	-	-
70	4.1574	1.5836	-	-
71	5.6759	1.1827	-	-
72	5.6019	1.2600	-	-
73	4.9636	1.4458	-	-
74	5.7273	1.0572	-	-
75	5.6091	1.1421	-	-
76	2.9143	1.9420	-	-
77	3.4190	2.0323	-	-
78	4.0096	2.1338	-	-
79	2.4860	1.6844	-	-
80	3.5047	1.9920	-	-
81	3.9346	2.1468	-	-
82	4.2243	1.3894	2.7055	1.6809
83	5.0935	1.4892	6.2071	1.4954
84	5.1308	1.5787	5.5890	1.6892

Question No.	Mean Score	Standard Deviation	Mean Score	Standard Deviation
85	3.7379	1.5014	2.6699	1.7078
86	4.8942	1.6890	5.7994	1.9286
87	4.9327	1.7914	5.3657	1.9236
Overall				
88	5.5872	1.2111	4.9094	1.5969
89	5.5321	1.2734	5.0485	1.4282
90	5.3211	1.1537	-	-
91	4.5413	1.6641	5.4175	1.9566
92	4.6944	1.5252	6.2233	1.6451

Summary of High and Low Mean Scores For Washington and Swedish Teachers By Level Of Question For Attitudinal Categories

Category and Level	Washington Teachers (includes primary and secondary)	Swedish Teachers (includes only secondary)
Job Satisfaction		
What is?		
lowest scores ____	curriculum, community support	workload, occupational status
highest scores____	teacher rapport, workload	rapport with Principal, rapport with teachers
What should be?		
lowest scores ____	workload, undue pressures	status
highest scores____	community support	facilities and services
Importance		
lowest scores ____	status	status
highest scores____	satisfying teaching experience	satisfying teaching experience
Professionalism		
What is?		
lowest scores ____	Admin. support for prof. development and professional organ.	Admin. support for prof. development and professor.
highest scores____	autonomy, classroom decision-making, educational needs of pupils	autonomy, classroom decision-making
What should be?		
lowest scores ____	Admin. encouragement of prof. associations	Admin. encouragement of prof. associations
highest scores____	educational needs of pupil	Admin. support for professional development

Importance		
lowest scores ____	Admin. encouragement of prof. development and associations	Admin. support for partic. in prof. associations
highest scores ____	educational needs of student	autonomy, classroom decision-making
Collective Negotiations		
What is?		
lowest scores ____	rights of teacher to strike, binding arbitration	Not sufficient questions for analysis
highest scores ____	negotiations effect on salaries	
What should be?		
lowest scores ____	rights of teacher to strike	
highest scores ____	negotiations effect on quality of education	
Importance		
lowest scores ____	rights of teacher to strike, binding arbitration	
highest scores ____	negotiations effect on quality of education	
Overall Remarks		
Satisfaction with Present Teaching Position	generally satisfied	moderately satisfied
Opportunities for Meeting Professional Expectations	generally satisfied	moderately satisfied
Contentment with Salary and Working Conditions	moderately satisfied	N/A
Professionalism Compatible with Negotiations	slight agreement	moderate agreement
High Level of Job Satisfaction Compatible with Negotiations	moderate agreement	strong agreement

APPENDIX F

Mean Scores and Standard Deviations for Attitudes Toward Job Satisfaction, Professionalism and Collective Negotiations By Category of Responding Principals in Washington State and Sweden

APPENDIX F

Mean Scores and Standard Deviations for Attitudes Toward Job Satisfaction, Professionalism and Collective Negotiations By Category of Responding Principals in Washington State and Sweden

	Washington Principals (N=115)		Swedish Principals (N=109)	
Question No.	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Job Satisfaction				
10	5.2667	1.5008	6.0159	1.3853
11	6.2763	.9879	6.4762	1.3181
12	6.1067	1.1575	6.0952	1.2144
13	5.0769	1.2595	4.9048	1.5935
14	6.4615	.6672	6.0794	1.1115
15	6.4808	.7630	5.3492	1.5044
16	5.1574	1.1287	6.1429	1.1894
17	6.2778	.8297	6.5079	1.0606
18	6.1215	1.0525	6.0635	1.2427
19	5.0917	1.1906	5.5238	1.2554
20	6.1667	.7550	6.2698	1.1529
21	5.6296	1.2274	5.5714	1.3163
22	5.5888	1.3801	3.7937	1.8330
23	5.4019	1.0448	6.1429	1.0451
24	5.8056	1.1476	5.4921	1.2936
25	5.5780	1.1650	4.8889	1.5462
26	6.0648	.8889	5.6032	1.2253
27	5.9815	1.0850	4.9206	1.4514
28	5.2569	1.1172	5.3810	1.3005
29	6.0367	.8042	5.3016	1.4661
30	5.5780	1.1886	4.3333	1.4480

Question No.	Mean Score	Standard Deviation	Mean Score	Standard Deviation
31	4.9259	1.4450	–	–
32	6.4862	.6887	–	–
33	6.3056	.8588	–	–
34	4.8426	1.3337	5.2381	1.4560
35	6.3704	.7050	6.4286	.7770
36	6.2243	.8502	5.6508	1.2846
37	4.6514	1.5598	–	–
38	5.3611	1.2399	–	–
39	5.8598	1.0591	–	–
Professionalism				
40	5.4918	1.3576	5.3651	1.4734
41	6.0419	.8900	5.4762	1.4904
42	6.1348	.9261	5.3333	1.5554
43	5.4804	1.4429	5.9524	1.2238
44	6.2625	.7379	5.6190	1.5906
45	6.2661	.8599	5.4921	1.5013
46	4.8773	1.5195	3.7143	1.9128
47	6.1468	1.0261	3.7460	1.7224
48	5.9000	1.2294	5.2857	1.8177
49	3.7424	1.9125	4.5238	1.6349
50	5.9463	1.0338	6.3175	1.1476
51	5.7013	1.2350	5.5556	1.5531
52	3.5009	1.7948	2.5873	1.6028
53	5.0163	1.4351	5.0000	1.7871
54	4.7005	1.6523	4.0635	1.8654
55	5.8141	1.1829	5.4286	1.8727
56	6.6293	.6469	5.8254	1.9719
57	6.5986	.7082	5.3333	1.9177

Question No.	Mean Score	Standard Deviation	Mean Score	Standard Deviation
58	4.4511	1.6481	5.5238	1.4464
59	5.5209	1.2117	6.4603	1.0132
60	5.2450	1.4647	5.8730	1.4084
61	4.6539	1.5996	4.7937	1.4498
62	6.0512	1.0781	5.3492	1.4828
63	5.8519	1.2572	5.2063	1.4386
Collective Negotiations				
64	4.5134	1.7225	3.7937	2.1034
65	6.1254	.9636	6.2698	1.2209
66	5.7724	1.2030	5.6190	1.3962
67	3.9676	1.6965	-	-
68	6.3921	.9777	-	-
69	6.3694	.9682	-	-
70	3.7365	1.6761	-	-
71	6.0072	1.1795	-	-
72	5.8156	1.3030	-	-
73	4.2873	1.8602	-	-
74	6.2770	.9840	-	-
75	6.0162	1.1491	-	-
76	3.0766	2.1664	-	-
77	4.5940	2.1199	-	-
78	.4032	2.1294	-	-
79	2.6707	1.9172	-	-
80	4.4898	2.1056	-	-
81	4.5254	2.0506	-	-
82	3.7883	1.7574	3.2381	1.7387
83	5.8062	1.2991	5.5873	1.6717
84	5.6375	1.4044	5.0952	1.4336

Question No.	Mean Score	Standard Deviation	Mean Score	Standard Deviation
85	3.6636	1.7799	3.4127	1.8634
86	5.8060	1.3766	6.1111	1.4268
87	5.6747	1.4583	5.3492	1.7148
Overall				
88	5.4321	1.4037	5.3651	1.4625
89	5.1932	1.4842	5.3175	1.2678
90	4.6075	1.6927	-	-
91	5.3094	1.6944	5.5714	1.8025
92	5.3426	1.6411	6.1429	1.6835

APPENDIX G

Significant Correlation Coefficients Between Backgrounds And Demographic Characteristics of Responding Swedish Teachers and Specific Attitudes Toward Job Satisfaction, Professionalism, and Collective Negotiations

APPENDIX G

Significant Correlation Coefficients Between Backgrounds and Demographic Characteristics of Responding Swedish Teachers and Specific Attitudes Toward Job Satisfaction, Professionalism, and Collective Negotiations (N=309)

Question No.	Level	Sex	Marital Status	Age	Education	Experience	Father's Occupational Background	Childhood Background
Attitude Toward (How much is there?)								
Job Satisfaction								
10								
13								
16								
19	-.1784**	.1201*	-.1369*	-.1216*		-.1836**		
22	-.1782**			-.1595**	-.1165*			.1502**
25						-.1570**		
28								
34								
Professionalism								
40								
43								
46	-.1432*		-.1793**	-.1943***		-.1924***		
49								

Question No.	Level	Sex	Marital Status	Age	Education	Experience	Father's Occupational Background	Childhood Background
52	-.1695		-.1355*	-.1612**		-.1836**		
58								
61		.1201*		-.1388*				
Collective Negotiations								
64			-.1389*	-.1528**		-.1502**		
82				-.2192***		-.2408***	-.1338*	
85				-.1802**		-.1591**		
Overall Remarks								
88	.1380*			-.1791**		-.1779**		
89			.1325*				.1361*	
91			.1784**	.1589**		.1419*		
92								
Average Total Score								
93								
96				-.1813**		-.1594**		
99				-.2173***		-.2162***		

*** Significant at .001 level

** Significant at .01 level

* Significant at .05 level

APPENDIX H

Comparison of Swedish and Washington Secondary School Teachers Regarding Attitudes Toward Specific Elements of Job Satisfaction, Professionalism, and Collective Negotiations (Analysis of Variance)

APPENDIX H

Comparison of Swedish and Washington Secondary School Teachers Regarding Attitudes Toward Specific Elements of Job Satisfaction, Professionalism, and Collective Negotiations (Analysis of Variance)

	Swedish Secondary School Teachers (N=308)	Washington Secondary School Teachers (N=318)	
Question No.	Mean Score	Mean Score	F Score
Job Satisfaction			
10	5.9123	4.8994	59.6514***
11	6.5422	6.2170	11.0271***
12	6.0519	5.7264	9.0568**
13	5.7273	5.0126	35.9016***
14	6.5974	6.4811	1.5501
15	6.4286	6.4057	.0546
16	5.8019	5.2233	30.6100***
17	6.3799	6.0849	9.7944**
18	5.9253	5.6164	7.3130**
19	4.9091	4.7484	1.6675
20	6.2240	6.2358	.0153
21	5.6104	5.6384	.0715
22	4.4610	5.3396	44.7028***
23	6.0649	5.3679	38.2938***
24	5.7597	5.6792	.5047
25	5.7013	4.2453	102.5961***
26	6.1688	5.8931	6.8637**
27	6.0390	5.7453	6.7153**
28	4.5000	4.6447	1.2338
29	5.1299	5.8868	37.0748***
30	4.2338	5.3113	64.0698***

31	-	-	-
32	-	-	-
33	-	-	-
34	4.8896	4.1352	34.1411***
35	6.5130	6.3145	4.2029*
36	5.9935	5.9969	.0011
37	-	-	-
38	-	-	-
39	-	-	-
Professionalism			
40	5.5130	5.2830	3.4665
41	5.8539	5.7704	.5293
42	5.7078	5.8994	2.7302
43	5.6071	5.3868	3.1796
44	5.9123	6.1478	5.1322*
45	5.8019	6.1572	11.8833***
46	3.3831	4.3962	46.9386***
47	6.1461	5.7484	8.8018**
48	5.4870	5.5723	.3658
49	4.0682	3.4088	20.9265***
50	6.2208	5.8428	12.0149***
51	5.5909	5.5818	.0060
52	2.2792	3.2736	55.2510***
53	5.0584	4.9780	.3218
54	4.2922	4.6635	6.6027*
55	5.1071	5.3994	4.1986*
56	5.4968	6.3428	35.3165***
57	5.1364	6.2704	65.9828***
58	4.7045	3.9717	28.7019***
59	6.0552	5.1352	62.8250***
60	5.4903	4.8333	25.6417***

61	4.7955	4.1038	22.1192***
62	5.4610	5.7453	4.8189*
63	5.3701	5.5660	2.2656
Collective Negotiations			
64	3.4935	4.2704	27.4395***
65	6.1981	6.0597	1.7375
66	5.4935	5.7484	4.9226*
67	-	-	-
68	-	-	-
69	-	-	-
70	-	-	-
71	-	-	-
72	-	-	-
73	-	-	-
74	-	-	-
75	-	-	-
76	-	-	-
77	-	-	-
78	-	-	-
79	-	-	-
80	-	-	-
81	-	-	-
82	2.7045	3.5377	33.9702***
83	6.2045	5.5943	22.2101***
84	5.5844	5.4403	1.0985
85	2.6753	3.3491	22.2049***
86	5.7955	5.5975	1.7420
87	5.3604	5.5189	1.1256

Overall			
88	4.9058	5.1792	4.6929*
89	5.0455	4.8491	2.5721
90	-	-	-
91	5.4188	5.1604	2.7289
92	6.2208	5.1352	56.4487***

*** Significant at .001 level
** Significant at .01 level
* Significant at .05 level

APPENDIX I

Comparison of Washington and Swedish Junior High School Teachers and Principals Regarding Attitudes Toward Specific Elements of Job Satisfaction, Professionalism, and Collective Negotiations (Analysis of Variance)

APPENDIX I

Comparison of Washington and Swedish Junior High School Teachers and Principals Regarding Attitudes Toward Specific Elements of Job Satisfaction, Professionalism, and Collective Negotiations (Analysis of Variance)

	Junior High Principals (N=77)	Junior High Teachers (N=285)	
Question No.	Mean Scores	Mean Scores	F Score
Job Satisfaction			
10	4.4026	5.4772	19.7559***
11	5.2208	6.4035	32.6909***
12	4.8182	6.[illegible]175	32.8939***
13	4.6623	5.2211	7.4187**
14	6.0390	6.5895	14.4457***
15	5.5974	6.5263	39.9330***
16	5.4026	5.5474	.6696
17	6.1299	6.1895	.1345
18	5.8052	1.4635	.0626
19	4.9740	5.0561	.1965
20	5.9870	6.3263	6.5834*
21	5.5065	5.7649	3.0586
22	4.4156	5.0281	7.9603**
23	5.5714	5.8175	1.9010
24	5.5065	5.7614	2.0522
25	5.0130	4.9088	.1883
26	5.7273	6.0211	3.2300
27	5.3247	5.9018	9.4616**
28	5.1558	4.5860	8.5261**
29	5.5455	5.5865	.0378
30	4.8442	4.8070	.0279
31	-	-	-
32	-	-	-
33	-	-	-

34	4.4842	4.4842	2.9474
35	6.2468	6.5018	3.5517
36	5.7143	6.0912	5.2794*
37	-	-	-
38	-	-	-
39	-	-	-
Professionalism			
40	5.0909	5.3439	1.7268
41	5.4026	5.8596	7.2031**
42	5.3636	5.8702	8.6145**
43	5.4286	5.3860	.0442
44	5.5195	6.0070	8.3774**
45	5.4935	5.9579	6.9137**
46	4.4675	4.1649	1.5757
47	5.8312	6.0140	.8722
48	5.3896	5.5965	.9096
49	4.2597	3.9649	1.5244
50	5.8701	6.0772	1.4199
51	5.4675	5.6246	.6864
52	3.5325	2.9895	5.4709*
53	5.2727	5.0246	1.1935
54	4.7792	4.4175	2.2683
55	5.3377	5.2246	.2477
56	6.1688	5.8421	1.9054
57	5.8701	5.6877	.6022
58	5.1688	4.4667	10.2696**
59	5.9610	5.6281	3.0189
60	5.7403	5.1965	6.6814*

61	4.7662	4.5439	1.0044
62	5.6883	5.6667	.0127
63	5.6364	5.5404	.2659
Collective Negotiations			
64	4.3896	3.9719	2.8326
65	5.8961	6.0982	1.2916
66	5.5325	5.6912	.7144
67	-	-	-
68	-	-	-
69	-	-	-
70	-	-	-
71	-	-	-
72	-	-	-
73	-	-	-
74	-	-	-
75	-	-	-
76	-	-	-
77	-	-	-
78	-	-	-
79	-	-	-
80	-	-	-
81	-	-	-
82	3.6494	3.1789	4.1509*
83	5.0779	6.0561	23.8222***
84	4.9870	5.6491	10.0719**
85	3.4545	3.0982	2.3236
86	5.1558	5.8632	10.0003**
87	4.8701	5.5895	9.6712**

Overall			
88	5.2857	4.8175	5.3373*
89	5.1688	4.8351	2.8731
90	-	-	-
91	4.8182	5.3018	3.8853*
92	5.1688	5.7860	7.0274**

*** Significant at .001 level

** Significant at .01 level

* Significant at .05 level

APPENDIX J

Comparison of Washington and Swedish Senior High School Teachers and Principals Regarding Attitudes Toward Specific Elements of Job Satisfaction, Professionalism, and Collective Negotiations (Analysis of Variance)

APPENDIX J

Comparison of Washington and Swedish Senior High School Teachers and Principals Regarding Attitudes Toward Specific Elements of Job Satisfaction, Professionalism, and Collective Negotiations (Analysis of Variance)

Question No.	Senior High Principals (N=101) Mean Scores	Senior High Teachers (N=341) Mean Scores	F Score
Job Satisfaction			
10	4.3069	5.3314	19.5444***
11	4.7822	6.3548	59.4113***
12	4.6634	5.7771	27.6234***
13	4.7327	5.4839	17.2596***
14	5.8416	6.4956	15.7231***
15	5.7426	6.3255	10.7066**
16	5.2277	5.4751	2.3235
17	6.0990	6.2639	1.2929
18	5.8416	5.7771	.1415
19	5.1485	4.6364	7.7815**
20	5.9406	6.1496	1.6434
21	5.2970	5.5073	1.4301
22	4.9208	4.8065	.3023
23	5.3069	5.6217	3.1996
24	5.4356	5.6813	2.0441
25	5.2475	5.0059	1.2795
26	5.6139	6.0352	6.5477*
27	5.4059	5.8798	7.6179**
28	5.0990	4.5630	8.0010**
29	5.5941	5.4575	.5230
30	5.0297	4.7595	1.8304

31	-	-	-
32	-	-	-
33	-	-	-
34	4.7525	4.5249	1.4151
35	6.0594	6.3372	3.0012
36	5.7624	5.9150	.8744
37	-	-	-
38	-	-	-
39	-	-	-
Professionalism			
40	5.2574	5.4399	.9983
41	5.3366	5.7713	5.8205*
42	5.5050	5.7507	1.7931
43	5.4950	5.5865	.2795
44	5.6733	6.0528	5.6809*
45	5.6436	6.0029	5.1959*
46	4.4851	3.6545	13.7882***
47	5.5248	5.8856	3.0094
48	5.4257	5.4751	.0547
49	4.2574	3.5396	12.5830***
50	5.7129	5.9883	2.6409
51	5.2970	5.5543	2.0786
52	3.6535	2.6129	27.6259***
53	5.0594	5.0017	.0562
54	4.6337	4.5337	.2364
55	5.0297	5.2815	1.5037
56	5.8020	5.9971	.8751
57	5.7525	5.7331	.0084

58	4.8218	4.2199	9.0825**
59	5.7228	5.5543	.8736
60	5.4257	5.1232	2.4455
61	4.4950	4.3607	.4029
62	5.4653	5.5543	.2032
63	5.3267	5.4106	.1727
Collective Negotiations			
64	4.3267	3.8182	5.5664*
65	5.5644	6.1525	13.7755***
66	5.1980	5.5600	4.5519*
67	-	-	-
68	-	-	-
69	-	-	-
70	-	-	-
71	-	-	-
72	-	-	-
73	-	-	-
74	-	-	-
75	-	-	-
76	-	-	-
77	-	-	-
78	-	-	-
79	-	-	-
80	-	-	-
81	-	-	-
82	3.7129	3.0850	9.1114**
83	5.0099	5.7595	13.4235***
84	4.8119	5.3959	7.8959**

85	3.3069	2.9501	2.9778
86	4.9208	5.5543	7.3664**
87	4.7030	5.3167	7.2194**
Overall			
88	5.3465	5.2246	.3862
89	5.3465	5.0381	3.0610
90	-	-	-
91	4.7030	5.2757	6.3558*
92	4.9109	5.5718	8.6996**

*** Significant at .001 level
** Significant at .01 level
* Significant at .05 level